Illinois U Library

CHICAGO SCHOOLS JOURNAL

Volume XXXVI Nos. 3-4
November-December, 1954



CHICAGO SCHOOLS JOURNAL

An Educational Magazine for Chicago Teachers

Editorial Office: Chicago Teachers College, 6800 Stewart Avenue
Chicago 21, Illinois
Telephone: ABerdeen 4-3900

PUBLISHED BY THE BOARD OF EDUCATION
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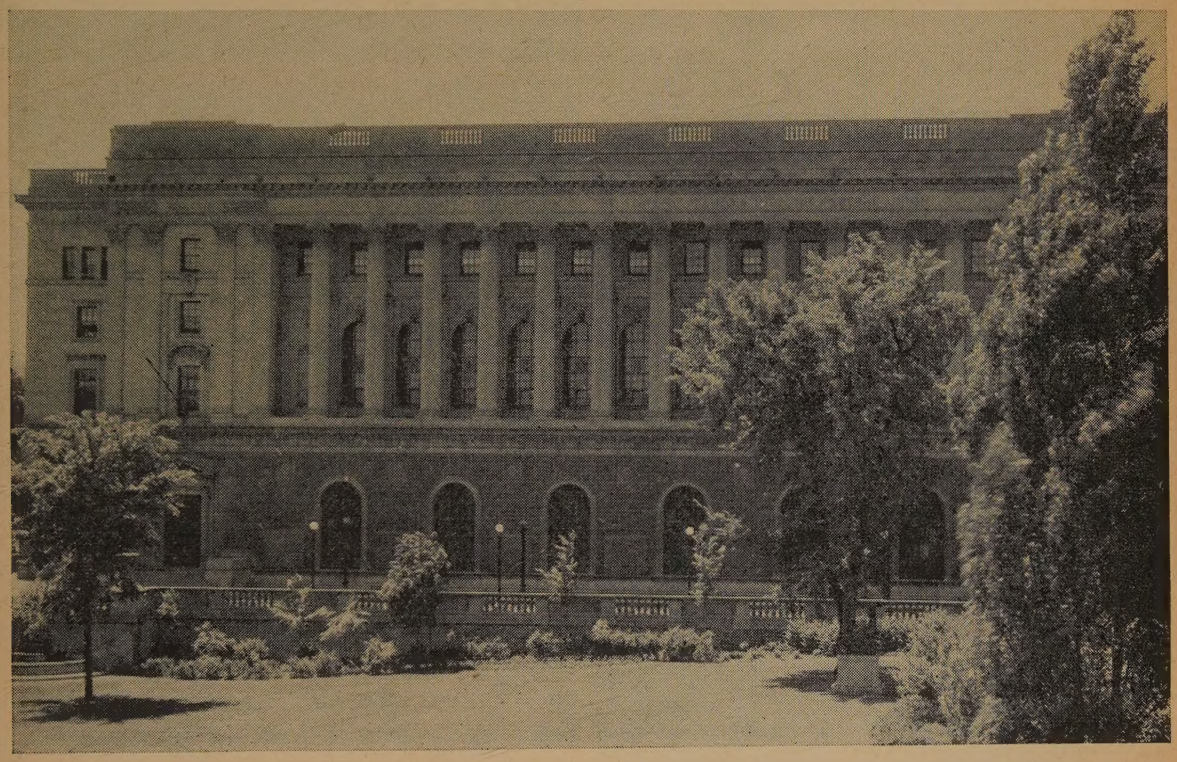
THE BOARD OF EDUCATION PRESS

SPRINGFIELD, CENTER OF LINCOLN LAND[1]

HARRY E. PRATT

ILLINOIS STATE HISTORIAN[2]

WHEN Abraham Lincoln came to Springfield in April, 1837, small store buildings lined the square in the center of which stood a two-story brick courthouse. Most of the twelve or thirteen hundred inhabitants lived in small frame houses, with here and there an imposing residence. Always within view was the simple cabin of an early pioneer. During the twenty-four years of Lincoln's residence, Springfield grew to a city of ten thousand.



The Centennial Building

The brick courthouse was soon replaced by the stone capitol which served as the political center of Illinois until 1876, since which time it has been the Sangamon County Courthouse. Here the Twelfth General Assembly, of which Lincoln was a member, met in the winter of 1840-1841. In the Supreme Court chambers he argued at least 235 cases and spent long hours in preparation in the Court's library. In the House chamber, in 1854, when "the repeal of the Missouri Compromise aroused him as he had never been before," he delivered one of his most profound speeches in reply to Stephen A. Douglas. In the same room, on June 16, 1858, he delivered his famous "House Divided"

[1]Photographs courtesy of Illinois State Historical Library, Springfield, Illinois.

[2]In charge of the Illinois State Historical Library

speech. Here also Douglas, in April 1861, voiced his Union sentiments and helped to unite the state. Following his election to the presidency, Lincoln used the Governor's room for an office. In this same building his body lay in state, on May 3 and 4, 1865, while a silent throng passed by.

One building in which Lincoln had a law office still stands. In 1843, with his second law partner, Stephen T. Logan, who was nine years his senior and one of the state's finest lawyers, he moved to the third floor of the Tinsley Building on the southeast corner of the square. When Lincoln formed a partnership with William H. Herndon in 1844 they took over the office and remained in the building until the late 1840's.



Lincoln Tomb in Oak Ridge Cemetery



The Lincoln Home

The Great Western Railroad station, scene of Lincoln's farewell address to the people of Springfield, is visited today by those who admire the touching words spoken in the softly falling rain at eight o'clock on the morning of February 11, 1861.

The Lincoln Home and Tomb are the most visited shrines in Springfield. The home where Lincoln lived from 1844 to 1861 has been open to the public since 1887, when Robert T. Lincoln presented it to the state. The Lincoln Tomb, twice rebuilt since its dedication in 1874, is today one of the most impressive of the country's memorials. The sarcophagus is surrounded by the American flag, the president's flag, and the flags of the seven states through which the Lincoln family passed in its westward migration. In the tomb are also buried Mrs. Lincoln and three sons, Edward, William, and Thomas ("Tad").

In front of the present Statehouse stands the O'Connor statue of Lincoln. Just south of the capitol is the Centennial Building, which stands on the site of the Ninian W. Edwards home where Lincoln courted Mary Todd, where they were married on November 4, 1842, and where forty years later Mrs. Lincoln died.

The Illinois State Historical Library, on the third floor of the Centennial Building, has made the collection of information about the Lincolns one of its major objectives for more than half a century. Its holdings of books, manuscripts, pictures, and memorabilia, including the collection of Governor Henry Horner, presented in 1940; the Alfred Whital Stern Civil War collection of more than 5,000 volumes; microfilms of the Lincoln papers from the Library of Congress, and of the newspapers that Lincoln read; and the files of the Abraham Lincoln Association, including



House of Representatives

the thousands of photostats assembled for the Association's edition of the *Collected Works of Abraham Lincoln*, give the Historical Library a leading place among Lincoln collections.

Some 1,030 manuscripts in Lincoln's handwriting range chronologically from a signature on a petition to the Sangamon County Commissioner's Court in March, 1831—one year after he arrived in Illinois—to a telegram to Secretary of War Edwin M. Stanton from City Point, Virginia, on April 4, 1865, eleven days before the President's death. More than half of these manuscripts were written by Lincoln during his thirty-one years in Illinois, some in his New Salem years, 1831-1837, including election returns, receipts, land surveys, and his earliest extant letter, July 1, 1834. More than two dozen letters relate his efforts to secure election to the United States Senate in 1854-1855 and 1858-1859. His earliest known check, November 24, 1855, is owned by the Library.

Lincoln served as judge on several occasions for a day at a time when Judge Davis was detained at his Bloomington home. His entries in some eighty cases in the Sangamon, Logan, and DeWitt county judges' dockets are in the Library. Legal documents in Lincoln's handwriting cover some three hundred of his cases in the Circuit, Illinois Supreme, and Federal Courts.

Despite the fact that Lincoln's many letters in his legible, distinctive hand are scattered among more than a hundred libraries and many private collections, the Historical Library has several fine series of letters. Of the nineteen to his only intimate friend, Joshua F. Speed, fifteen—including the six-page letter telling the story of the Fisher Murder case and seven relating to his thoughts on the subject of marriage for both Speed and himself—were acquired at the sale of the Oliver R. Barret Lincoln Collection for $35,800 provided by interested citizens.

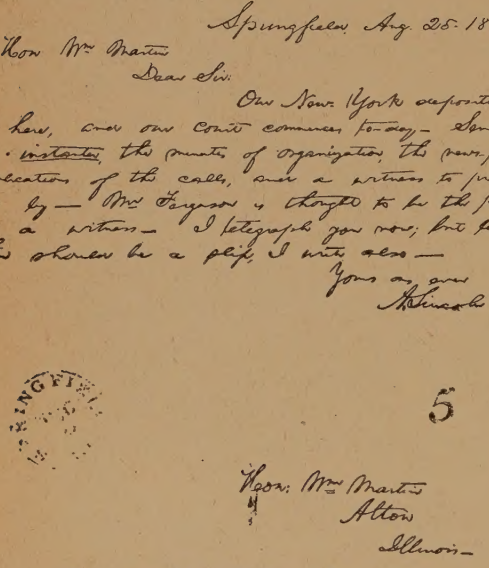
Other items are significant because they are the only ones of their kind: the marriage license issued to Lincoln and Mary



The Old State House

Todd on November 4, 1842, with the notation by the Reverend Charles Dresser that he had married them on the same day, and the contract made by Lincoln for the purchase of his home in 1844.

The third of five known copies of the Gettysburg Address in Lincoln's handwriting, prepared for Edward Everett for sale at the New York Sanitary Fair, is on permanent display with the manuscript of Everett's address at Gettysburg, November 19, 1863. These documents were purchased for $60,000 in 1944 for the Library by the school children of Illinois with the assistance of Marshall Field.



Letter re Alton Railroad Lawsuit

William Dean Howells wrote a ninety-four-page campaign biography of Lincoln in 1860. Samuel C. Parks, a lawyer of Lincoln, Illinois, sent his copy for Lincoln to read and correct. This copy, with nineteen corrections in Lincoln's hand, is in the Library. One deleted paragraph carries this notation in the margin: "Wholly wrong. I first saw Douglas at Vandalia, Decr. 1834. I never saw him at New-Salem." Howells' statement that Lincoln had walked a hundred miles to attend the legislature at Vandalia was crossed out, with the marginal note, "No harm, if true; but, in fact, not true."

A series of eighteen telegrams from the President to his wife during her visit to New England in 1863 kept her informed about the war, asked her to put Tad's pistol away as "I had an ugly dream about him" (June 9), and advised that new tires had been put on their carriage (June 15).

Lincoln's letter to Andrew McCallen on July 4, 1851, closes with a humorous touch: "As the dutch justice said, when he married folks 'Now, vere ish my hundred tollars.'" To his friend and former physician, Anson G. Henry, he wrote on July 4, 1860: "Our eldest boy, Bob. . . will enter Harvard University this month. He promises very well, considering we never controlled him much."

Lincoln wrote "affectionately" to his stepbrother John D. Johnston, January 12, 1851:

> You already know I desire that neither Father or Mother shall be in want of any comfort either in health or sickness while they live; and I feel sure you have not failed to use my name, if necessary, to procure a doctor or, any thing else for Father in his present sickness. . . .

The Library also has the exceptionally fine letter to Johnston, November 4, 1851, giving this advice:

> If you intend to go to work, there is no better place than right where you are; if you do not intend to go to work, you can not get along any where. . . . Now do not misunderstand this letter. I do not write it in any unkindness. I write it in order, if possible, to get you to *face* the truth . . . you are destitute because you have *idled* away all your time. Your thousand pretences for not getting along better, are all nonsense — they deceive no body but yourself. *Go to work* is the only cure for your case.

Then follows the only extant writing of Lincoln to his stepmother, Sarah Bush Johnston Lincoln, "A word for Mother. . . . Sincerely your Son."

Eleven-year-old Willie Lincoln wrote from Washington in 1861 to his former playmate, Henry Remann, in Springfield that "my companions and I are raising a battalion . . . which is in a high state of efficiency and discipline." The Library

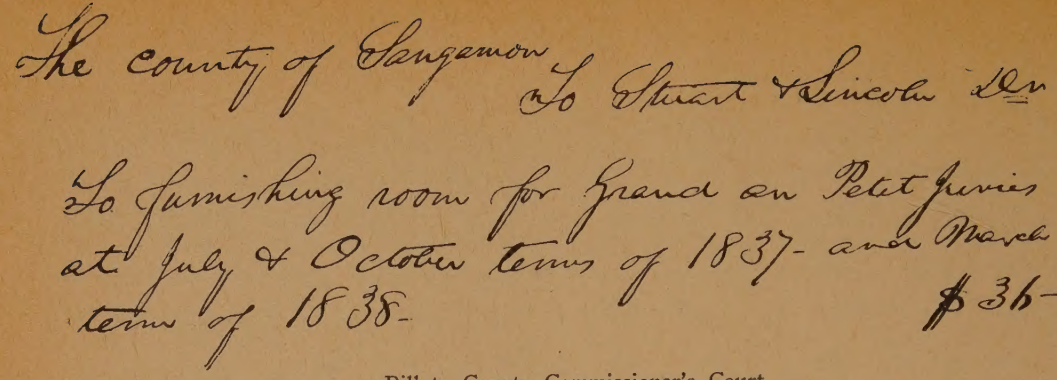
Springfield Nov: 18th 1845

Friend Dummer:

Before Baker left, he said to me, in accordance with what had long been an understanding between him and me, that the track for the next Congressional race was clear to me, so far as he was concerned; and that he would say so publicly in any manner and at any time I might desire. I said, in reply, that as to the manner and time, I would consider a while, and write him — I understand friend Delahay to have already informed you of the substance of the above — I now write to say to you that if it be consistent with your feelings, you would set a few stakes for me — I do not certainly know, but I strongly suspect, that Genl. Hardin wishes to run again — I know of no argument to give me a preference over him, unless it be "Turn about is fair play" — The Pekin paper has lately nominated or suggested Hardin's name for Governor, and the Alton paper noticing that, indirectly nominates him for Congress — I wish you would, if you can, see that, while these things are handed about among the papers, the Beardstown paper takes no stand that may injure my chances, unless the conductor really prefers Genl. Hardin, in which case I suppose it would be fair. Let this be confidential, and please write me in a few days —

Yours as ever
A. Lincoln

Lincoln's Campaign for Election to Congress Begins


The County of Sangamon To Stuart & Lincoln Dr
To furnishing room for Grand an Petet Juries at July & October terms of 1837- and March term of 1838- $36-00-

Bill to County Commissioner's Court

also has three telegrams of "Tad's," Willie's younger brother, sent from Washington, one of which is signed "Col. Thomas Lincoln."

Five weeks after the battle of Antietam, General McClellan had excused his failure to pursue Lee's army by saying that his horses were too tired. Lincoln wired, "Will you pardon me for asking what the horses of your army have done since the battle of Antietam that fatigue anything?"

Lincoln had seriously considered attending a great Union rally in Springfield on September 3, 1863, but sent an eight-page letter instead, which was read at the meeting by James C. Conkling. In this letter, which is in the Historical Library, Lincoln reviewed the course of the Civil War: "The signs look better. The Father of Waters again goes unvexed to the sea. . . . Nor must Uncle Sam's Web-feet be forgotten. . . . Not only on the deep sea, the broad bay, and the rapid river, but . . . wherever the ground was a little damp, they have been, and made their tracks."

In the Illinois State Archives in the Capitol group, the visitor may find a dozen bills introduced by Lincoln during his eight years, 1834-1841, in the Illinois legislature. There are bills to reduce the powers of justices of the peace; to dissolve bonds of matrimony; to divide Sangamon County; and to change the location of the road from Springfield to Beardstown. Of great interest is Lincoln's amendment to the bill moving the state capital from Vandalia to Springfield, in which he pledges the payment by Springfield of $50,000 for the new honor conferred upon her.

The sympathetic side of Lincoln, the circuit lawyer, is shown by eighteen petitions to the governor for pardon of criminals, many of whom he had defended; all but four of these applications resulted in pardons.

The voluminous records of the circuit and probate courts are housed in the old Statehouse made famous by Lincoln. In them, during the fall of 1836 to the spring of 1860, may be found the proof of his unusual talent as a lawyer. Complementary to these records are those of over two hundred cases tried by Lincoln in the highest court of Illinois; these are now housed in the Supreme Court Building.

OTHER INTERESTING SITES

Lincoln maintained an account at the Springfield Marine and Fire Insurance Company, now the Springfield Marine Bank — the oldest bank in Illinois — from 1853 until his death, as shown by the ledger on display in the bank's lobby. Other sites in the business district connected with Lincoln's life are marked by bronze plaques. The pew which the Lincolns occupied in the old First Presbyterian Church is now in the present church.

The Lincolns attended many functions in the twenty-eight-room, three-story white brick Governor's Mansion after it became the home of governors of Illinois

in late 1855; the portrait of Edward D. Baker, which he presented to Lincoln, now hangs in the Mansion. As confidential adviser of William H. Bissell, the state's first Republican governor, Lincoln spent much time in the Mansion.

In the City Hall are the clerk's minutes of the monthly meetings of the Town Trustees of Springfield, which include the ten-month period in 1839-1840 when Lincoln served as a member. In the struggle of the trustees with stone culverts, wooden sidewalks, and stagnant pools in alleys is reflected the growth of Springfield.

Just outside the city, the sixty-acre Abraham Lincoln Memorial Garden, planned and executed by the Garden Club of Illinois on the shore of Lake Springfield, gives visitors a glimpse of the frontier country that produced Abraham Lincoln. The reconstructed village of New Salem, where Lincoln lived from 1831 to 1837 — now a state park—is eighteen miles northwest. Also within an hour or two of driving from Springfield are the courthouse at Beardstown where Lincoln defended "Duff" Armstrong; Vandalia, where he served in the legislature; many of the county seats where he practiced on the Eighth Judicial Circuit; his Macon County home, where he spent his first winter in Illinois; and the Coles County homes of his parents. The Lincoln National Memorial Highway follows the route traversed by the family when they entered Illinois.

OPERATION STATE CAPITAL[1]

EMILIE LEPTHIEN

DIVISION OF VISUAL EDUCATION[2]

HAVE you been delaying that trip to your state capital because it is 200 miles from your school? Now is the time to plan that never-to-be-forgotten day in your students' lives, the day the class visits your state capital.

Upper elementary and high school students who are studying government, civics, or state history and geography in their social studies units will gain infinite understanding and knowledge from such a trip, especially if it can be made when the state legislature is in session.

Our trips from Belding School in Chicago — and I've conducted the trip twice — were made in June with thirty-six pupils and two teachers the first year and double that number of students and three teachers the following year.

In Illinois, we are privileged to find the vicinity of Springfield, our state capital, steeped in Lincoln history. In connection with our study of Illinois history and government, the students began some wishful thinking. "If only we could see those places for ourselves," they said.

Plans were soon begun for a prospective trip. First of all, we had definite objectives to outline. What were the most important places we wished to see? What did we want to learn from our expedition? What advantages would there be over a book or film on the subject? After all, we knew we would have to prove to parents and the faculty that the time and money required for our trip would be profitable.

The students brought in maps of Illinois. We would have to select a route.

[1]Reprinted from *Teaching Tools Magazine,* The Manual of Classroom Tested Techniques, a Ver Halen Publication, 6327 Santa Monica Boulevard, Los Angeles 38, California, because of its value as a guide for teachers planning field trips. Suggestions for other places to visit in Illinois may be found in other issues of the CHICAGO SCHOOLS JOURNAL: "A Brief History of Illinois," by William I. Flanagan, May-June, 1952; "Illinois State Parks and Memorials," by Robert G. Miley, January-February, 1953; "The Illinois State Museum," by Milton D. Thompson, September-October, 1954; and "Springfield, Center of Lincoln Land," by Harry E. Pratt, November-December, 1954.

[2]Chicago Board of Education

Perhaps to gain the most value from the trip we might not take the most direct route. Would it be worthwhile to take the highway along the Illinois River and stop at Starved Rock State Park? Would it be more interesting and educational to visit the New Salem State Park near Springfield? Class interest in Lincoln lore far surpassed the desire to see Starved Rock. Everyone wanted to see the reconstructed village at New Salem where Lincoln had lived for six years.

Our best route seemed to be U. S. Highway 66. Someone remembered that I had mentioned the excellent fossils that could be found around the abandoned strip mines near Coal City. Coal City and the strip mines lay along our proposed route. Perhaps we could stop there for our "brunch" and spend a short time hunting fossils. This suggestion was enthusiastically adopted by the class.

For information regarding other points of interest we would have to write letters. A request for state highway maps was sent to the Division of Highways. Someone wrote to the Division of Public Works, Department of Parks and Memorials, Springfield, for packets of pamphlets on Lincoln's home, Lincoln's tomb, New Salem State Park, the capitol, and other illustrated booklets on state parks.

When the booklets had arrived, someone noticed that Wagon Wheel Inn at New Salem State Park might be a nice place to eat our dinner. Questions arose. How much would it cost? Would we all have to eat the same thing? Could they handle our large group? There was one way to find out. Write for information.

"Wagon Wheel Inn would be a good place to practice those table manners we've been talking about and learning in home mechanics," remarked one of the girls.

We selected our date, remembering that our trip would require about eighteen hours. We wanted at least two hours at New Salem, perhaps an hour in the state capitol, especially if we could watch the legislature in session. That would mean we would return to the school at 11:30 or 12:00 o'clock at night even if we left by 6:30 in the morning. The students decided that a Friday in June would be the best day.

We were ready now for our final plans. Letters would have to be written requesting guide service at Lincoln's tomb, at New Salem, and at the capitol building. We would also need to charter a bus, decide where we would eat our lunch at noon and where we would make a rest stop on our return. At 8:30 in the morning we would stop for a sandwich and a beverage at the old strip mines.

Someone also suggested that we might be granted an interview with the governor. Could we write and ask him?

When our maps arrived, we found that Lincoln Park in Springfield had all the facilities we would need for our picnic. It also adjoined Oak Ridge Cemetery in which Lincoln's tomb is located.

After contacting several bus lines, we found an interstate carrier protected by sufficient insurance ($360,000 per bus) to satisfy our requirements for safety and comfort. Drivers accustomed to student groups were assigned.

All of these details, including the assessment per student, had to be arranged before letters could be sent to the parents. The students figured that the fare on the bus, the late luncheon at Wagon Wheel Inn (to save the dinner rate), tax, tip and two beverages would total $6.00 a student. Sandwiches for brunch and the noonday meal would be carried. Pocket money for a snack on the return trip and for incidentals would be an individual problem.

All of these factors were incorporated in the letter to the parents requesting their consent. Parental permission must be given in writing for all field trips taken by Chicago students.

There was one more detail that had to be settled. Some of the boys had indicated that they were planning to wear blue jeans and I was afraid we might have

"blue jean manners," especially at New Salem where rail fences are a temptation.

Fortunately, two of the girls came in at recess to inquire if they might wear slacks or blue jeans on the trip. All of our planning, including the adoption of our rules of conduct, had been done democratically. I decided to let the boys vote on what the girls should wear. They voted unanimously for "dresses or skirts and blouses." Then the girls were given the opportunity to decide on the boys' mode of dress and they, too, voted against blue jeans. They wanted the boys neatly dressed. As a result, everyone came dressed in his best manners as well as in neat clothes.

To insure harmony on the bus and to prevent arguments when boarding it, the students paired off and, having been provided with a seating plan of the bus, they drew lots for their seats. One member of each pair selected a slip from the bag labeled "Down" and the other member from the bag labeled "Return."

The morning of the trip each pupil was given an envelope with his name on it. The envelope contained a book of number puzzles for entertainment, a set of pamphlets from the state, a route card from the local AAA club so the students could figure distances, the state map, a map of Springfield we had hectographed, and a colored ticket indicating the student's choice of menu at Wagon Wheel Inn. Any additional literature the students acquired on the trip was to be placed in these envelopes. This would prevent arguments regarding ownership as well as loss en route.

Our chartered bus took us to the various points of interest in Springfield. Following our picnic lunch, our first stop was at Lincoln's tomb where a guide explained the history of the tomb and its construction. We stood in awed respect before the sarcophagus and then having looked at the state names and the statuary surrounding the balcony at the base of the shaft, we went down the hill to see the original tomb in which Lincoln's body had been laid.

Our second step was at Lincoln's home, the only home that Lincoln ever owned. The first floor rooms are open to visitors. The woman in charge of the home gave the students a brief talk about the building and its owners.

Reluctantly, we climbed back into the bus, directed the driver to pass the governor's mansion and then stopped at the state capitol.

Our guide was waiting for us. The governor was not in his office but instead of an interview every member of the class had an opportunity to sit, for a fleeting instant, in the governor's chair.

On our first visit to Springfield the legislature was in session. School groups are usually introduced from the floor by legislators from the district in which the school is located. We missed an introduction, but after the close of the session our local legislator answered the students' questions regarding the introduction and voting upon bills. He explained the procedure and told us something about the bills under consideration at the time. He also told us how he had decided to vote on one measure and explained the importance of hearing from the voters in his district regarding prospective laws. The students were busy with pads of paper and pencils recording notes of what he said.

Before we walked to the Centennial Building via an underground passage, we were given copies of the *Illinois Blue Book* containing a wealth of information on state history and government. Our time in the Centennial Building was limited and we merely toured the Hall of Flags which houses all of the battle flags carried by Illinois units in every war in which Illinoisans participated prior to World War II.

The bus was waiting for us and we climbed aboard to tour the center of the city so that we might have a good look at the Sangamon County Courthouse, our old state capitol and the one in which

Lincoln had served in the legislature. It was in this building that Lincoln's campaign headquarters were located, and it was here that his body lay in state before burial. Other historic points were noted: the buildings in which Lincoln and Mary Todd were married, and where he and Herndon had their law office and the place from which he made his farewell address before leaving for Washington and the presidency.

Our final stop was New Salem State Park, once the town where Lincoln spent the most formative years of his life. How impressed we were to see the old mill and the dam across the Sangamon River rebuilt just as it was when the flatboat on which Lincoln was traveling became wedged on the top. We recalled having read how he was so impressed by the kindness of the villagers that he resolved to return to New Salem. Only the Onstot Cooper Shop where Lincoln frequently studied is an original.

"Studying is certainly a lot easier for us," remarked one boy when he realized that Lincoln's only light came from the burning shavings.

Rutledge Tavern, the Lincoln-Berry Store with its old well in front, the carding mill, the post office, the other village houses and shops reconstructed and furnished as they were more than a hundred years ago were visited.

It was easy to understand part of the reason why nearby Petersburg had grown and New Salem had fallen into decadence when we climbed the steep hill that had once been the road to Springfield.

Our four o'clock luncheon at the Wagon Wheel Inn was delicious. The rustic building and pleasant atmosphere made dining a pleasure. What was more, we practiced the good manners we had learned in home mechanics. Boys courteously pulled out the chairs and seated the girls. "Please" and "thank you" were frequently heard.

There was still time for half an hour of browsing up in the village. To the great joy of several of the students they were permitted to ride in the old covered wagon and one of the boys even rode on one of the oxen.

On our way back we evaluated what we had seen. Had the trip been worthwhile? Everyone was certain he had learned more history and geography than he could have learned any other way.

In subsequent class sessions we discussed what we had learned. In science we found we had learned something about the geology of our state. Now we know where the strip and underground coal mines are located.

We had noted the size of the farms, the principal crops of corn and soy beans and grains, the amount of farm machinery, the livestock. We had learned something about the rivers of the state. We had seen that Illinois' importance in the economic life of our country is directly related to its excellent means of transportation — its railroads and many miles of good highways. We had observed the distance between towns, the industries of other cities and now understood the full meaning of our state nickname, "The Prairie State."

Our first 450 mile trip had been a success. We repeated it the second year — and it looks as if it will be a yearly pilgrimage.

It was almost midnight when we pulled up at the school and saw the parents waiting for the young people. It was a joy to hear the enthusiastic reports of the students and we realized it had been worth the time and effort. We had learned to work together in making plans. We had cut across almost every area in the curriculum. Since the other teacher taught the graduation music, the group had even practiced several of their numbers on the way down. We had learned to follow directions and to accept the rules made by the group for group welfare. It had been an experience in living and learning.

Yes, Operation Springfield was voted a success by faculty, parents, and students. Operation State Capital can be equally successful for you and your class.

SCIENTIFIC AND PROFESSIONAL MANPOWER NEEDS[1]

LEE L. CALDWELL

SUPERINTENDENT OF SCHOOLS[2]

OUR country is in urgent need of men and women well trained in science. This need includes not only top-ranking research scientists, but also well-trained technical workers in industry, and in the invention and design of the tools of industry and science. Even more basic is the need for teachers of science in schools, colleges, universities, and schools of technology.

Industry, schools, and peacetime government agencies are searching for more scientists of high training and competence. The demand far exceeds the supply. Science Research Associates say, "In few other occupational fields are opportunities for the present and prospects for the future as bright for well-trained, fully-qualified men and women as they are in the physical sciences."[3] In 1900, American industry as a whole employed one engineer for every 250 employees; in 1952 one for every 60 employees. The number of chemists employed by American industry has doubled during the past fifteen years.

The Engineering Manpower Commission, Howard A. Meyerhoff, Executive Director, reports a shortage of 35,000 to 40,000 engineers as of January 1954. This shortage appears in many different areas of science — electrical, chemical, mining, and civil and mechanical engineering. In addition, there is a shortage of 5,000 to 10,000 well trained men and women in other areas of science — biology, physics, chemistry, and mathematics. Mr. Meyerhoff says, "The situation in the other sciences is that of shortage, but we do not know the magnitude. In chemistry it is a very definite shortage, perhaps running into thousands; and in the field of physics an estimate of 600 to 750 would not exaggerate the facts There is a very precarious balance in the number of biologists available and the number of jobs available to them."[4] The Scientific Manpower Commission is surveying the other scientific fields to discover what the manpower need may be. At the present time, more than half of the research and development going on in the United States is supported by the government. The scientific research program of the government calls for about a 4 per cent current increase in scientific and technological personnel.

The problem of providing an adequate, satisfactory technical force has grown increasingly difficult. In 1953, more than 5,000 companies competed for engineering and science graduates as compared to about 1,500 companies in 1940. In the same period, the total number of technically trained college and university graduates has been decreasing. It is also significant that approximately 50 per cent of these graduates are enrolled in ROTC and will have to spend a minimum of two years of active service in the armed forces.

A report[5] published by the National Science Foundation shows that there were 11,721 new graduate students entering their first year of graduate work in the academic year of 1951-52; in 1952-53 there were only 8,000. Due to the draft for military service, the number of grad-

[1]Adapted from a speech given before the Chicago Business-Industry Section of the National Science Teachers Association, October 19, 1954.

[2]Hammond, Indiana

[3]*Physical Scientists*, Occupational Briefs on America's Major Job Fields, No. 178, p. 3-4. Science Research Associates, 1947.

[4]"U. S. Shortage: Scientists, Interview with....H. A. Meyerhoff," *United States News and World Report*, January 15, 1954, p. 46.

[5]1952

uate students beginning their work in September 1953 dropped to an estimated low of approximately 5,000, a loss of approximately 7,000 first-year graduate students beginning careers in science. During 1951-52 there was a drop of beginning graduate students in science as follows: chemistry, 23 per cent; physical sciences, 36 per cent; earth sciences, 42 per cent; biological sciences, 30 per cent. The overall average was over 32 per cent. Twenty-five per cent of the students in the science departments of our colleges and universities are from foreign lands!

As a comparative sidelight, it is estimated by competent authority that the Russian Soviets and their satellites will graduate approximately 50,000 engineers in 1954-55 compared to our 17,500, some of whom will be from foreign lands! They graduated approximately twice as many scientists and technologists as we did during the school year 1953-54.[6]

SCIENCE IN HIGH SCHOOLS

A recent survey of 425 science teachers in 42 states made by the Future Scientists of America Foundation reveals that more and more students are avoiding high school science programs. Students either do not know of career opportunities in technical fields or do not realize the importance of science, the teachers reported. They said students are passing up "dull and unrealistic" science courses. Many courses of study are too dead-factual, failing to apply the facts of science to everyday use in industry, mining, agriculture, the oil industry, health and sanitation, and their related occupational ends and research possibilities.

The current trend of science enrollment in high school, nationwide, from highest to lowest is biology, chemistry, physics, advanced mathematics. Could this fact be because of the difficulty of the courses as conventionally taught? Why should physics and mathematics be less attractive than biology and chemistry? Nationwide, the total enrollment in biology, chemistry, and physics is approximately 20 per cent of the students in the high school years in which these courses are offered; it is less in colleges and universities. Physics in general attracts less than 5 per cent. Why?

The basic physical sciences are prime essentials in the instruction and training of our youth, if our country is to be strong in a competitive world, both in peace and in war. It should be kept in mind that science is competitive in all countries. It is one of the footings of our civilization which we can not leave for others to build. High schools must become science brooders for fledgling scientists and technical workers, if the science needs of our country are to be supplied.

MATHEMATICS LAGS

The current situation in mathematics in high school is similar to the science situation; there is a definite aversion to mathematics. The U. S. Office of Education reports[7] a recent survey of a representative number of high schools. It shows that during the school year 1951-52 enrollments in algebra in the schools surveyed dropped 14 per cent for boys and 9 per cent for girls; in geometry 18 per cent of the boys and 11 per cent of the girls dropped the courses. The report shows also that comparatively few eleventh and twelfth grade pupils are enrolled in mathematics. The percentage of high school pupils in mathematics in the schools surveyed revealed that 50 per cent were in grade 9; 27 per cent in grade 10; 14 per cent in grade 11; and 9 per cent in grade 12. Why? Could it be the teacher, the approach, the substance, or the method? In all probability it is a combination of all of these factors, plus an old taboo that "mathematics is hard." The evidence is that much better guidance is needed.

Junior-senior high school students should be impressed with the fact that civilization rests upon a foundation of measurement and computation. Mathe-

[6] Meyerhoff, *op. cit.*, p. 48.

[7] "Mathematics a Key to Manpower," by Kenneth E. Brown. *School Life*, November 1953, p. 26.

matics has been named the Queen of the Sciences, also the Keystone of Civilization. Certainly it is a most important tool of learning without which there could be no scientific or mechanical progress. Attention to this area of instruction is imperative.

STATUS OF SCIENCE TEACHING

Recent studies[8] of the problems of science teaching have shown that there is a lamentable lack of well qualified teachers of ability and imagination for schools and colleges who are able to inoculate their students with the spirit and vision of science. A recent report[9] points out that, "For want of a few thousand competent new science teachers each year, science instruction may necessarily be radically reduced in the schools. Or the instruction offered may be such a caricature of science that promising students turn elsewhere through boredom or even develop a repugnance toward science."

CRITICAL NEED FOR SCIENCE TEACHERS

The shortage of engineering and scientific manpower is paralleled by the critical shortage of science teachers in our elementary and high schools. Recent surveys have indicated that the total need for science teachers will increase from approximately 67,000 as of now to 84,000 by 1960 and to 100,000 by 1966. Some 7,000 new science teachers are needed each year; this requirement will soon increase to 10,000. Available data indicate that less than 5,000 potential science teachers were graduated in 1953 as against the indicated need of 7,000.[10]

In a recent study,[11] Dr. Ray C. Maul, Assistant Director of the Research Division of the National Education Association, found that in the four years between 1950 and 1954 the number of college and university graduates trained for high school teaching in all areas decreased 41.7 per cent, but the number prepared to teach science had decreased 53.2 per cent! The number of teachers qualified to teach mathematics had diminished 50 per cent since 1950. In the 1953 class of graduates who were prepared for high school teaching only 53.3 per cent went into classroom teaching in all areas. Of eligible science teachers only 38 per cent accepted classroom teaching assignments. The following shows the distribution of qualified science graduates of 1953:

	Other Employment	Graduate Study	Military Service	Teaching	Unaccounted For
Chemistry	19.9%	21.5%	24.2%	26.9%	7.5%
Physics	14.7	16.0	22.7	38.6	8.0
Biology	9.8	13.1	24.4	38.7	14.0
General Science	9.1	10.0	17.3	43.7	19.9

The figures which the Research Division of the National Education Association has just given us for this coming June are even more alarming. Only 259 students will graduate with qualifications that will enable them to teach physics, 608 in chemistry, 1,606 in biology, and 1,505 in general science. With less than a total of 4,000 science teachers, only 40 per cent or 1,600 will actually enter the teaching profession. Unless a joint effort is made to encourage young people to become science teachers, the technological development and leadership of our country are jeopardized.

[8] *Critical Years Ahead in Science Teaching.* Report of Conference on Nationwide Problems of Science Teaching in Secondary Schools, Harvard University, July-August 1953.

[9] *Ibid*

[10] "A Crisis in Science Teaching," by Fletcher G. Watson. *Scientific American,* February 1954.

[11] "The Science Teacher Supply: Another Look." *The Science Teacher,* September 1954.

WHAT CAN BE DONE ABOUT IT?

What are the things that can be done to improve the situation? Here are a few suggestions:

1. First of all, improvement can begin only by stimulating classroom and laboratory teaching. The need of science, its contributions to better living, and the opportunities in it must be presented by teachers of ability and imagination.
2. Science teachers in the several fields of science offered in high schools need to get together and work together to interest students in their courses. Surveys have shown that many high school students take science subjects inasmuch as "they have to because it is required," and not because they know to what opportunities such studies may lead. In order to correct such attitudes and lack of knowledge, coordinated, inspiring guidance and counselling are needed.
3. Courses of study need to be appraised, revised, and made stimulating to young minds. Students need to be shown "the use of it"; "how such study will help me in everyday living."
4. Improvement of classroom facilities and adequate equipment, visual aids, etcetera, should have due consideration.
5. The contributions of science to industry, transportation, communication, commerce, health and safety, homelife, recreation, etcetera, should be kept constantly before the students. Numerous illustrated advertisements of these contributions appear in each issue of many of the better magazines. Many trade and industrial publications, reporting and showing the products of applied science, are available.
6. The need of knowledge of science for many industrial jobs, requiring background (elementary) knowledge of the physical sciences, and training in science for technical workers should be presented at every opportunity in the study of high school science. Highlighted also should be the need of science knowledge and interest for civic service on boards in public service so as to better understand many things on which these boards have to make a decision. The need and opportunity in scientific research and top-level technical work should also hold high rank in classroom instruction.
7. Students of first-rate ability, good scholarship record, trustworthy character, and apparent interest in science should be encouraged to consider sciences as a career, in skilled technical work, research, or the teaching of science.

These are some of the things that can be done in the search for science talent.

Science and industry can provide practical assistance by:

1. Cooperating in and encouraging sponsorship of projects for high school science and mathematics teachers, such as conferences, institutes, science fairs, state academies of sciences, junior academies of science, etcetera.
2. Arranging programs of interest to high school teachers and inviting them as guests.
3. Assisting in obtaining related science summer employment for high school teachers.
4. Arranging and assisting in plant and laboratory trips for high school teachers and their students.
5. Assisting superintendents of schools, principals, teachers, and school boards in planning adequate laboratories and library facilities.
6. Providing a list of local specialists to whom teachers may go for advice and assistance, especially with reference to projects for their students.
7. Providing a list of available speakers on topics of interest to high school teachers and their students.
8. Promoting, encouraging, and participating in guidance services for high school students, in which the required qualifications, opportunities, advantages, and disadvantages of careers in science, the teaching of science, and engineering are realistically presented. Many high schools are now having career days wherein scientists, engineers, and personnel directors of industry come to the schools to discuss the manpower needs and job-career opportunities in science, engineering, and industry. These days are immensely popular and profitable.

We must try to simplify a complex problem by focusing the attention of the American people on the acute need of our country for all of its potential talents, especially its need for scientific and professional manpower. This nation's economic, social, and moral well-being and its world leadership now depend upon our ability to organize society in such a way that it will develop rather than hamper the well-being of humanity. This is the most stu-

pendous responsibility ever placed upon a single nation. The tense world situation gives our resources of trained personnel a special significance; our national security and the strengthening of the free world will depend largely upon the leadership of many different kinds of scientists and professional experts in nuclear physics, aeronautical engineering, agriculture, diplomacy, psychology, anthropology, and numerous other fields. In short, our primary concern today must be in the development of the skills, capacities, and creative imagination of the American people. There lies the greatest contribution we can make to the future of mankind.

GRANT PARK GARAGE

DIVISION OF PUBLIC INFORMATION SERVICE

CHICAGO PARK DISTRICT

THe idea of an underground garage in downtown Chicago has been thought of and dreamed about for some thirty years. Many obstacles, including legal, financial, and engineering problems had to be overcome before the Park District finally brought the dream to a reality. Mayor Kennelly termed the accomplishment a "monument to the vision and determination of Park District officials and workers."

The garage was opened on September 1 with the usual opening day ceremonies. Highlights were the public predictions made that the garage would fill a long-felt need for the motorist who wanted to go downtown to shop, visit the doctor or dentist, or transact other short-time business. Already these predictions have been realized beyond expectations.

During the first six weeks of operation the management reported near capacity business during daytime parking. On one Saturday in September 3,845 parkers patronized the garage; on Saturday, October 16, a new high of 3,952 was reached. There are only 2,359 spaces in the garage, but with the four-hour average turnover, some 6,000 parkers can be accommodated.

It was early in October that James H. Gately, President of the Board of Commissioners of the Chicago Park District, announced that the garage was a complete success from every standpoint. He also announced a special night rate of one dollar for all-night parking, from 6 p. m. to 9 a. m., to accommodate the theatre-goers and hotel guests. This has been a stimulus to increase night parking when the garage is at its lowest point of incoming business.

It took a bond issue of $8.3 million to put the garage in business. No tax money is involved in the construction, maintenance, or operation of the garage. When the bonds are paid off by parking revenue alone, the garage will become the property of the Chicago Park District. In the meantime the garage is under the complete jurisdiction, operation, and control of the Park District, as provided for in the bond issue.

The garage, running from Monroe to Randolph Streets, is divided into three sections, each of which is separated by a fire door that closes automatically in case of fire. Escape stairs for customers lead from each room so there is no chance of being trapped by a fire door.

DESIGN UNIQUE

Officials believe the design of the Grant Park Garage is entirely new and will perhaps be copied by other cities. Particular care was given to simplifying parking for



At the Entrance

the customer; aisles are wide and stalls are spacious to avoid fender scraping. With clearly marked stalls it is practically impossible to lose a car or for a customer himself to get lost. Because the garage is used only for storage, no other services, such as gas, oil, washing, or repairs, are offered.

Both entrances to the garage are on Michigan Avenue, one just north of Monroe Street for northbound traffic, and one just south of Randolph for southbound traffic. Pedestrian entrances are on the west side of Michigan, at Monroe, Madison, and Randolph Streets, with escalators at each. Fees run from 40 cents for one hour to $2.40 for 24 hours. The rates are scaled at 70 cents for 3 hours, $1.00 for 5 hours, $1.60 for 9 hours, and $1.70 for 10 hours.

Lights are the key to getting in and out of the garage without losing a car. Lights tell motorists what lanes to travel, what stalls to park in, and how to avoid traffic tie-ups when leaving. On entering the down ramp into the garage, say from Randolph Street, a customer is directed by a series of green "ribbon lights" set in the garage ceiling. These lead him to designated parking stalls on either the upper or lower level. When he is leaving the garage, the driver follows purple ribbon lights if he is going South, or orange lights if he is going North. For those who do not want to explore the garage alone, there are attendants who will park cars for an extra twenty-five cents. Henry Kramer, general manager of the new garage, explains that, "With this light system we can move 600 cars an hour either in or out; perhaps we can even move twice that number in an emergency." He further states that the usual number of cars moving in and out of a garage, or lot, at a peak period is 30 or 40 per cent of the total parked. "Judging by those figures," he concludes, "we shouldn't ever be bothered by a traffic jam in our garage."



Waiting Room

Mr. Kramer is aided by a staff of sixty-one attendants but, like the customers, they rely heavily on a system of warning and directional lights to keep traffic moving. For example, red and green lights at the head of a parking aisle show them whether there is any space there. Lights on a master control panel tell them what traffic pattern is in use at all times. These lights are set to allow maximum use of the garage's facilities during morning and evening rush hours. Still another panel of lights controls a giant ventilating system, equipped to make fifteen complete air changes an hour. Without these ventilators the garage would quickly fill up with gas fumes; any failure in the system shows up immediately on the warning panel.

Until the opening of the Chicago garage, the world's largest underground parking

space was in Pershing Square in Los Angeles, which has a capacity of 1,760 cars.

The Chicago Park District, which built and operates the garage, allowed 675 days for its construction. However, the contractor, the John Griffiths and Son Construction Company of Chicago, completed the work 78 days before the deadline.

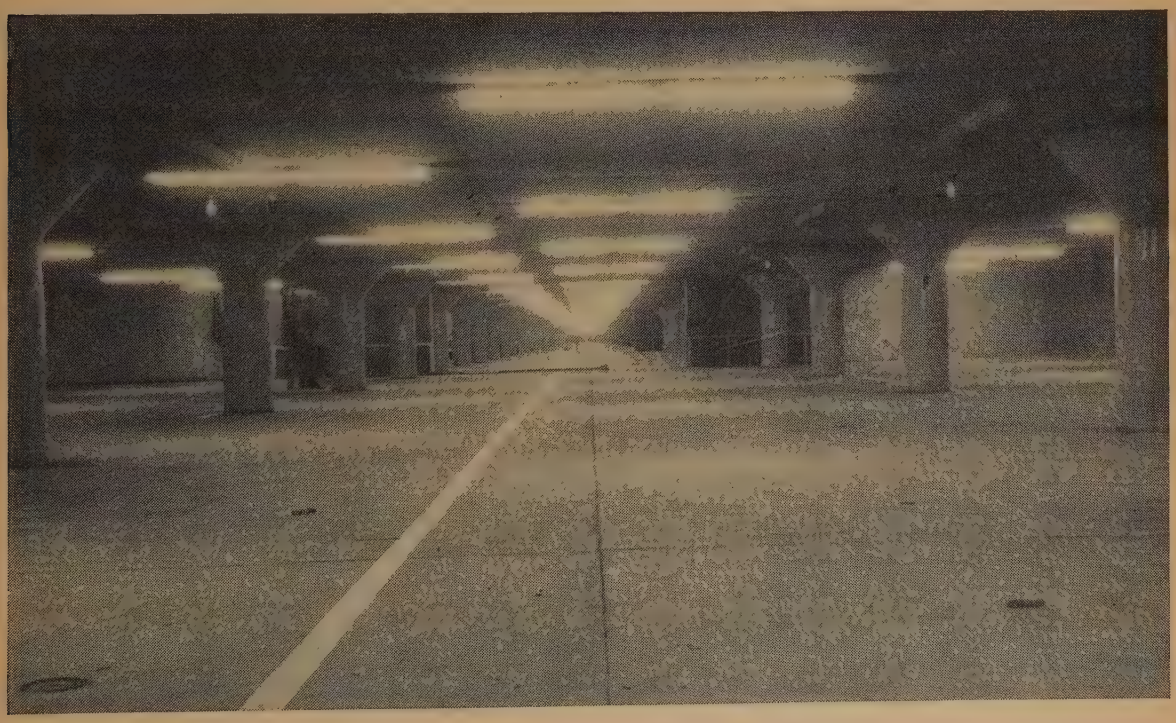
The growth in the daily use of the automobile for business needs created a congestion in the loop which had to be alleviated to conserve the time of the public and to maintain Chicago's business interests and property values. With the constant addition of better highways — through the improvement, extension, and creation of superhighways, arterial streets, and boulevards — the alarming concentration of traffic in and around the central business district will continue to increase. Off-street parking downtown is therefore a paramount public necessity.

ENABLING LEGISLATION PASSED

Official cognizance of these conditions was expressed by the Illinois Legislature in passing an amendment to the Chicago Park District Act enabling the Commissioners of the Park to acquire, construct, maintain, and operate public garages in and beneath parks and boulevards. Pursuant to that act, the Chicago Park District, on November 13, 1951, approved and adopted plans for an underground garage at Grant Park and Michigan Avenue from Randolph to Monroe Streets.

In a law suit brought by the 30 North Michigan Avenue Corporation, the legality of the recent legislation and other legal questions pertaining to the right of the Chicago Park District to construct the proposed garage were tested with the result that the Supreme Court of the State of Illinois rendered a decision at the May, 1952, term of court, upholding the legality of the legislation and the right of the Chicago Park District to construct said garage.

Recent studies and reports undertaken by the Chicago Park District, the City of Chicago, the Chicago Plan Commission, the Chicago Association of Commerce, the



Showing Inside Length of Garage

State Street Council, and many others unanimously showed a deficiency of off-street parking facilities and predicted an ever greater need in the future. Material selected from reports prepared by these authorities has been carefully analyzed and substantiated by field checks and time studies of our own organization.

The garage is astride the most heavily travelled street in the loop area, and is readily accessible from Lake Shore Drive, the most heavily travelled street in the City of Chicago. In estimating the use of the Grant Park Underground Garage the engineers noted that Loop parking customers are in a hurry, do not want to walk more than five minutes, prefer to park their cars themselves and lock them, and if the price is the same will choose indoor parking. It is the opinion that low-cost parking will attract customers from a greater distance than a five minute walk, a fact demonstrated by the success of certain other parking facilities now operated by the Chicago Park District.

The revenues derived from the operation of the garage are set aside as collected and deposited in a bank account separate and apart from all other funds of the Chicago Park District. This constitutes a trust fund for the sole purpose of carrying out the terms and conditions of the ordinance authorizing the issuance of these Garage Revenue Bonds. This fund is used only in paying the cost of maintenance and operation of the garage and for the payment of principal and interest on the bonds.

The bonds were issued under the authority of the Illinois statute — sections 25.1 to 25.9, inclusive — entitled: "An Act in relation to the creation, maintenance, operation and improvement of the Chicago Park District" approved July 10, 1933, and other supplemental laws. An ordinance was adopted by the Board of Commissioners of the Chicago Park District July 8, 1952, under these laws, and in May, 1952, the State Supreme Court upheld the right of the Park District to build the garage.

The completion of the garage is a triumph for the legal, financial, and engineering minds who saw it through from start to finish. It is a victory for the harried motorist who comes to the Loop area through choice or by necessity. It is a distinct gain to the citizen-taxpayers of Chicago. They get the world's largest and finest garage at no cost to them.

PROVIDING FOR THE FIVE-YEAR-OLDS

RUTH H. DENNIS
MADISON SCHOOL

KINDERGARTEN children are genuinely interested in learning everything; they are never bored if not forced to draw too many pictures of "anything you want to draw," or to play with pegboards and beads too many times. Their teacher becomes a second mother to them; she is quoted as an authority, and implicitly believed, even to the extent that mother herself will request the teacher to "tell Susie to eat a good breakfast before she comes to school, because she'll do it if you say so!" The teacher must justify the children's faith in her by doing everything in her power to create a friendly atmosphere, free from tension, where she and the children may plan and evaluate together and where the children are given plenty of interesting things to do, at a five-year-old level. The teacher addresses the children in a frank, somewhat casual way, never "talking down" to them, never bluffing them, and never using sarcasm — which is completely beyond the understanding of the kindergarten child.

Problems peculiar to kindergarten and the first day of school confront the new teacher, particularly when a large group is enrolled, and when each child is escorted to school by at least one parent. Each school has its particular way of handling this brief and sometimes trying period. Perhaps the physical education teacher or the adjustment teacher will be free to lend a hand. Pre-registration makes possible the preparation of name cards which are of interest to small pupils and which will be of inestimable help to the teacher. "Billy" should be printed in large enough manuscript so that it can be read from across the room. This is simply a device to facilitate the handling of a large class without having to ask repeatedly "What is your name, little boy?" This first day with a group of strange children is the one which really shows whether or not the new teacher chose the right profession or the right grade level in the teaching profession. The kindergarten is of the utmost importance in the education of every future citizen; a pattern is set in these early days, which has love, tolerance, and democracy in their simplest forms, firmly interwoven.

Mothers and teacher-mothers have the same vital interest, their children, and benefit greatly by meeting informally with each other early in the year. A pleasant, instructive innovation called Mothers Tea is sponsored by many principals and P. T. A. groups, and gives mothers of newly registered children an opportunity to meet the teacher and see the attractive surroundings which enhance the children's introduction to "school days." The teacher accepts an invitation to tell the things which are important to her in maintaining a smoothly running classroom and in attaining maximum cooperation and friendliness between the two kinds of mothers. She may say, in part, "Please try to send the children every day if they are in good health. Put a name label on any article of clothing that might be confused with that of another child. Put a loop on the coat to facilitate hanging. Buy galoshes that are big enough. Teach Billy where he lives and his telephone number. When he comes home and delivers a message, pay attention and let him see that you have confidence in him. If he delivers the wrong message he will find out when he gets to school, and next time will listen more carefully." These things and others applying to the set-up of the particular school are discussed and explained at the Mothers' Tea, and everyone feels better acquainted with everyone else. It is a social event of real value on the school calendar.

INTERPRETING GROWTH

Report cards are issued only every ten weeks, thus enabling the teacher to become well enough acquainted with the children to render a great service to their parents. Mother and father have taught Billy the things they thought were important. He has played with a few children. He is a friendly child and doesn't seem afraid to go to school, where he will be strictly on his own. They wonder how he will compare with the neighbor's little boy; whether or not he will "mind the teacher"; if he can do anything better than some children or if he is "just average." It is necessary only for the teacher to show the number of days Billy was absent; that his work was satisfactory; that he behaved well enough to warrant no checks on the right hand side of the card; and that he showed special interest in something. Even if Billy was "unsatisfactory" and the teacher felt it necessary to check "respects public and private property" and "uses careful methods of work" — meaning he doesn't — she has simply aroused questions in the minds of Billy's parents, without offering any direct, personal information about their child. Oh, but what if the teacher is willing to take the time to staple a paper on the right hand side of the card and to write on it, "Billy has to be sure he knows how before he tries anything. At first he was slow to join in the games and didn't want

to sing at all. Now he takes part fully in everything and sang a song alone when we were using the tape recorder?" Perhaps the teacher had to report that "Billy finds it hard to understand about the ownership of toys brought in by the other children and himself. He claims everything for his. Perhaps you could help me explain to him. He also needs to learn to be proud of turning out a good piece of work to take home. Do you praise him when he tries to do something right? He has a very mature vocabulary for his age and when he improves along the lines I mentioned he will be a most satisfactory pupil." The teacher would surely feel a glow of satisfaction for a job well done, a job greatly appreciated by Billy's parents.

The box of patterns for tracing, with its "sunbonnet babies" and its "pilgrim couple," is obsolete, having been replaced by the creative ideas of today's teachers and children. Inspiration comes to the individual child when he can go to the cupboard for large sheets of paper or to the big table top bright with the contents of an overturned scrap box, where he picks up, discards, and chooses a bit of purple crepe paper, a scrap of red tissue, a long thin strip of cellophane, and a square of shiny white shelf paper. The paste is there; the drawer of cloth scraps, cotton, and string is open; paper fasteners and pins are on the desk; and scissors, punches, and the stapler are available. Perhaps there are magazines to cut up. Speaking of scissors, the teacher never, never, never leaves the room or relaxes her vigilance when they are in use. She circulates about the room, stopping to say, "Jack, if you put paste on the thing you want to attach to the paper instead of on the paper you won't have all that paste left over with nothing to cover it up." If Jimmy is putting paste all over the pretty side of the picture he has clipped from a magazine, before the teacher can draw her breath to remonstrate, Phyllis may step into the situation with "Jim! You're rooning it! Put the paste on the goofy side!" The teacher is free to pass on, satisfied that the point has been made. It is possible she will come upon Donald painstakingly tracing around his foot which is resting on an impressionistic drawing placed on the floor. If she pauses to meekly ask, "Could you tell me about the picture you drew, Donald?" the answer may be a somewhat impatient retort, "That's the thing I have my foot on."

Kindergarten children's pictures progress from aimless scribbling when no one knows what Sam is drawing, not even Sam, through the period when Donald knows or pretends to know what he drew, but you don't, to the stage called "representative," when Marian planned to draw a house with tulips in front of it and no one could mistake it for anything but exactly that — a house with tulips in front of it! If the teacher keeps a pile of drawings each month, with the month indicated, and writes in the corner of each picture, "Scribble," "Symbolic," or "Representative," and then sorts them at the end of the semester according to ownership and date sequence, clipping them together with a mimeographed explanation to mother, she will have done something very much worth doing and very illuminating to mother.

KINDERGARTEN EQUIPMENT

Equipment for kindergartens which have been established some length of time is usually most adequate for the needs of small children. The blocks are hollow and lightweight, yet large enough to satisfy an urge to build a train or a boat, or to just walk on and pile up. Brushes, crayons, and paper are large so that inspirations of an artistic nature may be carried out on the floor as well as at the easels. The number of pieces of equipment of playground type will vary, but the balls and slides and jungle gyms will be satisfying to the large muscles of the amateur acrobats. A playhouse with dolls and dishes is an important part of the furnishings of the majority of kindergartens. One thing

should be included, which to date must be salvaged from the attic or basement of the teacher or one of her friends. This versatile object is a metal lamp base with a slender vertical rod. It can be transformed into a tree in the fall by taping real branches to it and covering the tape with dark brown crepe paper. The children will joyously trim it with free-cut leaves (no outlines, please) of green paper. As October progresses, leaves of color made by drop painting on wet paper can be substituted, and later all the leaves can be removed, leaving the tree bare, ready to receive cotton snow in the winter. Perhaps the children will be interested in apple blossoms in the spring. In February, they will be thrilled to have a "valentine tree" on which to hang the valentines they make, and at Easter the tree will be stunning, covered with large creatively decorated paper eggs. Not that the tree would be in evidence for all these things in the same year. These are simply suggestive uses for a tall slender lamp base.

Rhythm bands in uniform, carried to the degree of perfection that precludes the natural movement of the children's bodies in time to the music and takes the joyful expression out of their eyes, are not to be considered in the curriculum planned for the good of the little child. Nor do "graduations" with caps, gowns, and diplomas have any meaning or value to those who participate. They simply satisfy the vanity of the mothers, who have a mistaken idea of the value of these performances. Kindergarten is the beginning of organized group education and, as such, it leads naturally to the next grade or step up the ladder. Graduation, therefore, seems out of place, to say the least. Exhibition of children's work for the purpose of broadening their experiences and those of others is highly desirable, but never exhibit or exploit the children!

AMERICA'S PLEDGE TO THE FLAG

Some Historical Notes

JAMES STEVE COUNELIS

WESTCOTT VOCATIONAL HIGH SCHOOL

SOCIAL customs and usages develop from human needs that require satisfaction. The time-honored custom in American elementary education of teaching a "pledge to the flag" to American school children arose out of the need for developing in American youth adequate patriotic symbols for their social induction into America's body politic. This need is still being satisfied. But questions concerning the source and development of this custom are historical ones, some of which are to be answered in this article.

The original form of America's "pledge to the flag" was published in the September 8, 1892, issue of *Youth Companion*. It was published under the name of that very prolific writer "Anonymous."[1] The original form of the pledge read:

> I pledge allegiance to my flag and to the republic for which it stands: one nation, indivisible, with liberty and justice for all.[2]

This pledge became the favorite of teachers all over the United States. It was reprinted continuously in textbooks and on school calendars. Through the rose-

[1] "Allegiance Pledge of the U. S. Flag," *Encyclopedia Britannica*, I, 645; "Flag," *The Encyclopedia Americana*, XI, 316. Though published anonymously, an historical inquiry was made into its very controversial authorship by the American Flag Association in 1939. The inquiry determined that one Francis Bellamy of Rome, New York, was the author.

[2] Original form quoted in *The Encyclopedia Americana, ibid.*

tinted glasses of memory, one can still reminisce about the days when a genteel but stern schoolmarm would firmly tap out with her ruler the almost faultless iambic meter of the first words "I pledge allegiance to the flag" Hence a custom was established without fanfare of legislation; but the form was to change.

The form of the pledge was changed at the First and Second National Flag Conferences of June 1923 and 1924.[3] At the 1923 meeting, the words "the flag of the United States" were substituted for the phrase "my flag." At the second conference a year later, the words "of America" were added. Since Flag Day, June 14, 1924, the pledge had the following form:

> I pledge allegiance to the flag of the United States of America and to the Republic for which it stands: one Nation, indivisible, with liberty and justice for all.

Many codes of flag display and patriotic ceremony had been set up and practiced by numerous patriotic organizations. Too, the armed forces had specified regulations made under Congressional legislation and/or executive order. But no unified code had been legislated by the Congress of the United States. Further, there were no official patriotic formulae such as a flag pledge or a national anthem.[4]

During the spring of 1942 as patriotic sentiment was waxing high for the war effort, pressure was brought to bear upon the Congress of the United States by a number of lobbies for national patriotic organizations; proper legislation for a standard of practice in flag courtesy, display, and patriotic ceremonial decorum was the specific goal. Action was instituted in both the House of Representatives and the Senate. *House Joint Resolution No. 303: To codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America* was introduced and referred to the House Committee on the Judiciary. The committee reported favorably to the House of Representatives in *House Report No. 2047* on April 22, 1942.[5] The debate was calendared for April 27, 1942. On that date, the House of Representatives passed this joint resolution and referred it to the Senate for action.[6]

In the meantime, the Senate had before it a bill for expressly the same purpose as the *House Joint Resolution No. 303*. This bill, *Senate Bill No. 481*, was referred to the Senate Committee on the Judiciary. Following this action, the *House Joint Resolution No. 303* was received by the Senate for its consideration; and it too was referred to the same committee.[7]

Two reports were rendered to the Senate on June 11, 1942. *Senate Report No. 1476* favored *Senate Bill No. 481;*[8] but it deferred a more extensive discussion to *Senate Report No. 1477* which favored the House version with specific amendments. One of the recommended amendments to the joint resolution of the House of Representatives was a section which contained the pledge to the flag and the proper manner of civilian salute.[9] This was an important amendment since the original form of the House joint resolution did not contain such a provision. On June 15, 1942, the *House Joint Resolution No. 303* with the suggested committee amendments was passed by the Senate.[10] Also, the

[3] *Ibid*

[4] Francis Scott Key's *The Star Spangled Banner* was not legislated as the American national anthem until 1931.

[5] House of Representatives Committee on the Judiciary, *House Report No. 2047, House Reports (77th Congress, 2nd Session) [January 5-December 16, 1942]: Miscellaneous,* Vol. IV. (Washington, D. C.: United States Government Printing Office, 1942.)

[6] *United States of America Congressional Record: Proceedings and Debates of the Seventy-seventh Congress, Second Session.* (Washington, D. C.: United States Government Printing Office, 1942.) Volume 88, Part 4, p. 3720. The complete text of *House Joint Resolution No. 303* is to be found on pp. 3721-3722.

[7] *Ibid.*, p. 3741.

[8] Senate, Committee on the Judiciary, *Senate Report No. 1476, Senate Reports (77th Congress, 2nd Session) [January 5-December 16, 1942]: Miscellaneous,* Volume IV. (Washington, D. C.: United States Government Printing Office, 1942.)

[9] Senate, Committee on the Judiciary, *Senate Report No. 1477, Senate Reports , ibid.*

[10] *Journal of the Senate of the United States of America (77th Congress, 2nd Session.)* (Washington, D.C.: United States Government Printing Office, 1942), p. 279; *Congressional Record. . . .* (Washington, D. C.: United States Government Printing Office, 1942), Volume 88, Part 7, p. 5212.

Senate postponed discussion of *Senate Bill No. 481* indefinitely, thus killing that bill in favor of the Senate amended form of the House joint resolution.[11] The Senate amendments were concurred in by the House of Representatives;[12] and the bill was approved by President Franklin D. Roosevelt on June 22, 1942.[13] It became *Public Law No. 623*.[14]

In December, 1942, there was enacted a law to amend several sections of *Public Law No. 623*. No changes were enacted in the form of the pledge; but a change was made in the manner of the civilian salute. The practice of the extended right hand, palm up, was replaced by the simpler and less Hitlerian form of a right hand over the heart.[15]

The most recent legislation has been the substantive emendation of the words "under God" to the text of the pledge. The newly legislated text reads as follows, with the bracket words being replaced by those which are italicized:

> I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, [one Nation, indivisible,] *one Nation under God,* indivisible, with liberty and justice for all.[16]

President Dwight D. Eisenhower signed the bill which authorized this form of the pledge on Flag Day, June 14, 1954.

From the report of the House Committee on the Judiciary, there appears to have been some problem as to the proper placement and punctuation of this textual change. The professional advice of Mr. W. C. Gilbert, the Assistant Director of Legislative Reference Service for The Library of Congress, was sought. Three alternative renderings were presented to him by the committee:

(1) ". . . . Republic for which it stands, one Nation, under God, indivisible with liberty"

(2) ". . . . Republic for which it stands, one Nation under God, indivisible with liberty"

(3) ". . . . Republic for which it stands, one Nation indivisible under God, with liberty"

Of the three, he chose the second form; and it was legislated.[17]

Nevertheless, I can not help but feel that the three alternative renderings given to Mr. Gilbert were unfortunate. I agree with his choice, since it was in effect the least objectionable form of the three. The legislated form of the emendation is at best clumsy. The adjective "indivisible" now modifies the phrase "one Nation under God" instead of the original single noun "Nation." In order not to do violence to the original form and intent of the pledge, it would have been better to have had the emended phrase read "one indivisible Nation under God." Perhaps this form would solve the problems of style and context.

The importance of *Public Law No. 623* lies in the fact that it is the first unified national code concerned with flag courtesy, flag display, and patriotic ceremonial decorum. It is also noteworthy that this codification occurred after more than a century and a half of national existence.

From a child's pledge to a mature statement of patriotic dogma, the historical development of our national pledge to the flag is significant. The rigidification of custom into code is the historical social fact. And as it is with all dogma, the pledge is subscribed to as an article of faith in our national thought.

[11] *Senate Journal, ibid.; Congressional Record , ibid.*

[12] *Journal of the House of Representatives of the United States (77th Congress, 2nd Session.)* (Washington, D. C.: United States Government Printing Office, 1942), p. 372; *Congressional Record. . . ., op. cit.,* pp. 5244-5245.

[13] *Senate Journal, op. cit.,* p. 306; *House Journal, op. cit.,* p. 421.

[14] *Public Law No. 623,* 56 *U. S. Statutes* 377, Ch. 436 (1942).

[15] *Public Law No. 829,* 56 *U. S. Statutes* 1077, Ch. 806 (1942).

[16] *Public Law No. 396,* 68 *U. S. Statutes* 249, Ch. 297 (1954).

[17] House of Representatives, Committee on the Judiciary, *House Report No. 1693,* (83rd Congress, 2nd Session), May 28, 1954; *Public Law No. 396, op. cit.*

DRIFTWOOD

FRED O. ANDERSON

CHICAGO TEACHERS COLLEGE

WHO among us has not paused to admire and perhaps select a few of the prettiest stones along a quiet shore? During summer months tons of souvenir matter are moved across country to be placed in a favorite garden corner or on a knickknack shelf in the home. Usually these memory items find their way onto trash heaps when the inevitable housecleaning seasons sweep sentiment aside. Perhaps their fate stems from a non-functional existence which outweighs the natural beauty with which we were originally impressed. It may be that they finally seem out of place in our modern homes. Possibly the chore of dusting around them motivates their disposal.

For ages man has recognized beauty in natural form where trees are in abundance. At the turn of the seasons our landscapes are enhanced with settings of trees of all proportions. Spring's bright greens, summer's warmth tempered by cool leaves, autumn's golden glory, and winter's barren trees silhouetted against white snow are impressive pictures. Trees are an important factor in our lives aesthetically and functionally. Almost everyone appreciates articles made from wood and although metals and synthetics are increasingly in use today they must frequently simulate the grain and contour of wood to achieve popular appeal and hold a prominent place in our homes.

Wood never dies. The tree may lose its life but its real service may just begin. Even the sturdy, slowly decaying root anchors the earth against the wind, playing an important soil building role in its demise. Sometimes in the spring of the year violent rain and windstorms dislodge stream banks and carry the debris on a flood crest to some one of our large lakes or oceans. Months and years of aimless wind and wave-driven travel finally drive floating fragments up on beaches where sand's abrasive action smooths and polishes all jagged edges. Blazing sun bleaches and highlights these naturally carved sections of limb and root.

A family is bent on a day of relaxation; curios of all sorts are gathered or discarded. Pebbles, shells, feathers, and small bits of wood of many shapes bear likenesses to things of children's imaginations. One of the youngsters "plows" the beach with a hook-shaped fragment of weather-beaten pine root. We can not part with this piece; it becomes one of the family and rides home in the car's luggage compartment.

"A driftwood lamp" is the answer to "Watcha makin?" some few days after our outing. We sight, position, and chalk a line on the driftwood piece to make a level base. After sawing to this line, a cardboard carton is held over the lamp as a trial shade and encourages us to further clean and brush the wood. Taking bearings from several angles, the holes are drilled for the wire. We fish it through and wire the switch. It has been decided to tone our lamp with color; it is given a base coat of coral paint. After drying, a deeper shade of burgundy is applied and rubbed off to leave only shadow effects in the deep grain. Highlighting is added with higher tints of pale green. Rubber base paints give fine, soft results. We are fortunate! The lamp shade selected goes well with the piece.

POSSIBILITIES LIMITLESS

Driftwood fragments can be used in numerous ways in the home. An attractive centerpiece results when garden flowers, vines, ferns, or leaves are skillfully entwined on the rough wood. These centerpieces are short lived, however, since water


DRIFTWOOD LAMP
ELECTRIC
CLEANING
SAWING
PLANING
WIRE BRUSHING
PAINTING FOR COLOR HARMONY



An Attractive Centerpiece



A Study in Contrast



Candlelight Charm

can not be used; dry grasses and seed heads found everywhere in autumn combine well with driftwood to make more lasting arrangements. They may be planted in chunks of modeling clay or in a dough-like mix of plaster of paris. When dry, the plaster should be painted to blend with the natural wood.

The loveliness of long tapered candles is enhanced by the contrast with furrowed driftwood. Their soft light casts shadows from flowers placed on the wood, making a restful setting. The candle base should be warmed and molded to the wood by pressing against it. Allow the tallow to melt a bit; then hold in place until cool.

A grouping of driftwood and fruit has inexhaustible possibilities. The extremes in types of beauty, weathered wood against fresh fruit, give food a jewel-like sparkle and make it difficult to resist. Candy from a carved root bowl seems sweeter than the same confection served from a metal, plastic, or glass dish. Saw, gouge, woodworker's vise, sandpaper, and perseverance are the elements needed to fashion a delightful form from which to serve those after-dinner mints. Place your original creation on the table with that recently finished lamp. Fill the bowl with freshly salted pecans. Munch and muse on the experience encountered with your driftwood adventure.

The mind wanders as this page is written under the light of the new lamp. In what humble home or imposing mansion are other parts of these trees? Into what ship might some of them be built? Has pulp from their structure found its way into this page? Had warmth from their source made families comfortable generations ago? We are glad that an evening rain saved them from a beach fire. We have adopted these drifters for keeps; we hope they rest contentedly here.

NOTES FROM THE FIELD

Science Fairs an Adjunct to Teaching

JOHN F. ETTEN

PARKER ELEMENTARY SCHOOL

SCIENCE fairs and exhibits are not new on the science activities scene but their use as a positive factor in realizing broader objectives in our Areas of Learning has been underestimated by many. The ultimate goal of all science teaching is in the follow through of school learnings into adult habits and appreciations that will service children throughout life. One objective in presenting science fairs is to interest pupils in extra-curricular elementary research projects; another is to develop skills in construction and handicraft. More important than either of these objectives is the development of an appreciation of the need for teamwork in any group enterprise.

During the past two years Parker Elementary School has sponsored science fairs and exhibits in the sixth, seventh, and eighth grades, both independently and in cooperation with the Chicago Science Fair and The Future Scientists of America Foundation. These two organizations sponsor annual competitions for different grade levels for the purpose of encouraging and guiding youth along scientific ways.

This fall another exhibit entitled "Jack Frost Presents" was staged. At the beginning of the semester, the students in the departmental grades chose a general theme to which all projects were related. Pupils were given ample leeway so that their interests would not be confined or regimented to a specific topic. We realized that if all the pupils were to participate, they would need as much freedom as possible in developing their own ideas. The theme selected by the children was "Collections in the Fall." This area included almost every conceivable assemblage of materials that children recognize as scientific in nature. Such projects as insects, leaves, bark, rocks, feathers, soils, minerals, spiders, and wood were submitted. Even collections of buttons, textiles, and stamps, although not generally categorized as science studies per se, were heartily accepted.

A date set for the culmination of all activities was three weeks from the initial discussion. In the ensuing weeks the pupils brought their problems and questions to class for guidance and appraisal by their teacher and classmates. When the completion date arrived, all the materials were displayed on tables in the science classroom. Every project, regardless of its construction and worth, was exhibited, for each child felt his work had merit. With the realization that his labors were to be viewed by classmates, parents, and teachers, each child worked eagerly to create his very best.

In addition to the projects, science mobiles and other decorative materials were made by the pupils to add color to the classroom. The art and science classes were coordinated for this purpose. The final count showed 123 projects completed plus numerous incidental handmade articles that added to the complete display. There was a variety of exhibits, including plaster of paris molds, spatter-spray leaf outlines, paraffin preserved specimens, and intricate cross-sectioned models.



Photograph by Paul E. Harrison

Rocks Are Interesting



Photograph by Paul E. Harrison

Teacher and Children Take Pride in Accomplishments

Children do create exhibits that any class can feel proud to offer for public showing. The rewards are plentiful for children who can bring their leisure time science efforts to school and see them exhibited. The results of a science fair are pupil satisfaction, extension of knowledge, and a fresh enthusiasm for further study.

Education consists in leading out the imprisoned splendor that it within rather than forcing entry for a light supposed to be without. — *Robert Browning*

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Sidney Bernstein, Fred K. Branom, Muriel Beuschlein, Ruth M. Dyrud, Isabel M. Kincheloe, Viola Lynch, James M. Sanders, Ruth O. Secord, Christy Shervanian, Irwin J. Suloway, and Robert J. Walker

FILMS

The following are available from Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois:

College: Your Challenge. 1 reel. 16 mm sound. Black and white, $50; color, $100. Educational Collaborator: Francis J. Brown.

This film presents many of the important aspects of college life and the contributions which a college education makes to the individual and to the nation. A college student is shown writing a letter, to his younger brother, describing what college means to him. The student and his roommate decide that college means many things — the campus, the classrooms, student activities, study and work; but most of all it means a challenge and a responsibility to find out things for oneself. The boys describe college as the most demanding and the most rewarding experience they have ever known. The film is designed for senior high school and college students and may be used for educational guidance or for social studies groups.

R. O. S.

Literature Appreciation: How to Read Plays. 16 mm sound. 14 minutes. Black and white, $62.50; color, $125.

There is no surer way to discourage interest and study in the rich field of dramatic literature than to show this film. The student appears ridiculous and the opening scene from Goldsmith's "She Stoops to Conquer even more so. Appealing to the teacher's interest in Goldsmith, the student's interest in TV, and attempting to help the student reader visualize characters, setting, action, etcetera, the film is amateurish and slightly out-of date. It rates an unqualified "inferior" in every aspect of production except in basic theme and in its superior teacher's guide sheet. The sound track on the preview film is distorted. Preview before scheduling.

R. J. W.

Learning from Class Discussion. 1 reel. 16 mm. 10 minutes. Black and white, $50; color, $100. Educational Collaborator: Dora V. Smith.

Students learn from this film how to derive the most benefit from class discussion. They observe a "successful" class discussion in process. Later they are told that the ingredients of good class discussion consist of sharing experiences, facts, and opinions; raising questions; and arriving at some tentative conclusions. Some worthwhile information is presented, but both the acting and the illustrations appear artificial and contrived.

C. S.

Selling as a Career. 1 reel. 16 mm sound. 11 minutes. Black and white, $50; color, $100.

The commentary, it seemed to this reviewer, was more complete than the film. Devoted entirely to the manufacturer's salesman, other forms of selling were only mentioned. The college sales class which evaluated the film felt that the career aspect was too negative in tone, with emphasis on the hardships, and that little mention was made as to the satisfactions or rewards. Eleven minutes apparently does not allow adequate treatment.

S. B.

Geography of the Rocky Mountain States. 16 mm sound. 11 minutes. Black and white, $50; color, $100.

Teachers of geography and the social studies in grades five to twelve will find this film very valuable. It shows how the people of the Rocky Mountains in the states of Montana, Idaho, Colorado, Wyoming, Utah, and Nevada depend chiefly upon ranching, lumbering, irrigation, farming, mining, and electric power for a living. The pictures are well selected and the collaborator speaks clearly.

F. K. B.

The Toy Telephone Truck. 16 mm sound. 10 minutes. Black and white, $50; color, $100.

Viewing this film should be an enjoyable experience for primary grade children. It is primarily suitable as a background for discussion of many related topics. The plot revolves around a spring-wound truck and a ten-year-old boy's birthday, emphasizing the merchandizing steps in distribution from factory to retailer. Slight discrepancies in casting and plot do not affect the conversation provoking quality of the film. Rated fair.

R. J. W.

The following films are available on free loan from the Illinois Division of the American Cancer Society, Inc., 139 North Clark Street, Chicago, Illinois, or American Cancer Society, 47 Beaver Street, New York 4, New York:

From One Cell. 16 mm sound. 15 minutes. Color.

This film shows cell divisions in paramecium and then, diagrammatically, a quick summary of human development from egg to organ systems. Diagrams and actual pictures of tissues show orderly normal growth and repair; then the rapid and unlimited reproduction of cancer is contrasted. Metastasis, or spread, is shown. Emphasis is put on need for cancer research.

J. M. S.

Cancer — A Research Story. 16 mm sound. 35 minutes. Color.

This new film, just out, shows many phases of the multiple attack being made on the class of diseases or disorders grouped generically as cancer. Research studies in heredity at Mount Desert; the milk factor at the University of Chicago; natural coal tar derivatives as well as synthetics at Harvard; and selective killing of cancer cells at the Cancer Research Center in

New York are introduced. The excellent commentary by Dr. Charles S. Cameron, medical director of the American Cancer Society, contributes to the synthesis of the diverse research efforts mentioned into a pattern or plan of attack. The film is valuable in showing research methods, and the use of experimental animals. The viewers need a background of general information on cancer and should be at least of high school age. J. M. S.

FILMSTRIPS

The following filmstrips are available from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois:

Adventures With Early American Indians. A series of four filmstrips: *Indians of the Northwest Coast — Sea Going Hunters,* 31 frames; *Indians of the Plains — Buffalo Hunters on Horseback,* 27 frames; *Indians of the Northeastern Woodlands — Hunter from the Log House,* 32 frames; *Indians of the Southwest — Pueblo Dwellers and Apache Raid,* 35 frames. Color, $5.00 each; $19 the set.

This series of filmstrips makes excellent supplemental material for use with children from the fourth grade and on who are getting their initial appreciation of history and its impact on early American life. The stories should be interesting to children because of the exciting events and stories depicted in the life and adventures of four Indian boys who are celebrating their coming of age. Each boy represents a different culture. V. L.

The Other Wise Man. 45 frames. $7.50.

This is the story of the fourth wise man who did not see Jesus, the Baby King. He spent his life searching for Him and his fortune helping those in need. A reading script is provided for the complete narration of this filmstrip. For twelve-year-olds and up. V. L.

The Feast of Lights With Jesus. Color, $4.00.

Tells how Jesus might have celebrated the feast of Hanukkah or the Feast of Lights as a child. It is beautifully designed. A reading script is included. For six- to twelve-year-olds. V. L.

Words — Their Origin, Use, and Spelling: Words Then and Now, Roots and Shoots, Times and People Change Words, Words and Your Work, The Right Word in the Right Place, Increase Your Stock of Words. Six full-length color filmstrips, $5.00 each; series, $28.50.

Prepared by two members of the staff of the Oak Park schools, this series is planned to make pupils more aware of language resources and of the processes of language change. The illustrations are effective and the linguistic information is essentially well presented. Each filmstrip is designed to provide four teaching periods of fifteen or twenty minutes. Intended for use in junior or senior high school classes in language arts, social studies, or vocational guidance, this set of filmstrips could serve well in individualized or small-group instruction. I. M. K.

Birds — How They Live and Help Us and *Birds of Our Ponds and Marshes.* 35 mm. 40 frames. Color, $6.00. Script and photographs by Mrs. Allan D. Cruikshank.

Included in this strip is a wide variety of bird inhabitants of this environment. The color is vivid. Pictures are clear with a short explanatory comment at the bottom of each frame. Following a series of close-ups of the migratory fowl, adaptations for feeding are illustrated. Nesting habits, juveniles, and protective coloration are given adequate attention. The strip concludes with a series of questions which will stimulate additional reading and observation. M. B.

The following are available from the Popular Science Publishing Company, Inc., Audio-Visual Division, 353 Fourth Avenue, New York 10, New York:

The Science Room. 35 mm. 50 frames. Color, $6.00. Produced in cooperation with the L. W. Singer Company.

This filmstrip is designed to show the arrangement of a well-equipped, well-planned science classroom, spacious and fitted for the many science learning activities. Especially developed for presentation to teacher groups, science method students, and administrators, it demonstrates organization of materials on a unit basis and presents many helpful ideas which the classroom teacher can incorporate in her daily activities. Though many schools cannot provide all these advantages at the present time, there are many suggestions which can be utilized in existing situations, ideas for stimulating activities, and hints for display and storage of science material. M. B.

All Aboard the Punctuation Express. Six filmstrips. Color, $6.00 each; series, $30.

Three of these strips are devoted to the comma; three others tackle the apostrophe, the colon, the semicolon, the dash, and quotation marks. The latter three are clear and simple presentations which would assist in learning or summarizing learning in most upper-grade classrooms. Those concerned with the comma are less impressive. The use of the comma with non-restrictive elements in sentences is put across in a rather forced fashion; the strip dealing with words in a series makes a rather easily understood idea difficult and promulgates the false notion that we do not punctuate automatically but first have to identify words, phrases, and clauses in our sentences. I. J. S.

Pilot to Good English. Six filmstrips. Color, $6.00 each; series, $31.50.

This series concerns itself with the main parts of sentences, especially verbs. The figure of the sentence as an airplane with the verb its motor should appeal to boys. The concepts taught are appropriate for middle- and upper-grade use and are clearly presented. The filmstrips will not, of course, in themselves teach the difficult generalizations involved but used at the appropriate times (certainly not all at once) the strips should be useful to visualization and reinforcement of learning. I. J. S.

How to Make Lantern Slides. By G. E. Hamilton. Keystone View Company, Meadville, Pennsylvania, 1950. Pp. 24.

Necessary information is given for handmade lantern slides; a wide variety of techniques and uses are shown. This booklet may also serve as a point of departure for the 3¼″x4″ slides and may exploit string, mesh, and other materials used experimentally. R. M. D.

NEWS

GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

ART INSTITUTE OF CHICAGO — The Fund for Adult Education of the Ford Foundation has given a grant of $26,000 to the Art Institute to develop a discussion program on modern art during the years 1954-55. Though the discussion group method has been used widely in classes on the great books, politics, sociology, and other areas of learning, this program will be the first to explore the field of art. Katharine Kuh, Curator of Modern Painting and Sculpture, has been named Chief Consultant for the project. She will prepare an illustrated manual for group discussions and will set up ten groups of twenty participants each, in Chicago and suburbs, early next year. It is proposed that discussion be focused, whenever possible, on original works of art, supplemented by color reproductions, photographs, and slides. Further details will be announced by the Art Institute within the next few months.

The Institute further announces an exhibit of seventeen tapestries which have been exhibited in five galleries since October 19; it is to be shown for six months. These tapestries, dating from the sixteenth century, include three manufactured in the Gobelin factories of Louis XIV depicting autumn and winter scenes; a colorful weaving entitled "La Fete du Village"; and an early Renaissance weaving, "Christ Appearing to Mary Magdalene." Others include a huge tapestry showing joyous villagers of the seventeenth century and two, manufactured a century later, represent scenes from Grecian mythology.

CHICAGO BOARD OF EDUCATION — The Board of Examiners announces the following examinations for teachers' certificates; they are open to all candidates who meet the requirements for admission to the examinations as specified in the *Circular of Information.* Successful candidates are eligible for assignment in the Chicago Public Schools.

1. Elementary teaching certificates: kindergarten-primary grades 1 and 2, and intermediate and upper grades 3-8, March 5, 1955. The deadline for filing applications is February 18, 1955.

2. High school teaching certificates: accounting, art, biology, business training, chemistry, German, history, Italian, library science, mechanical drawing, vocal music, physical therapy, stenography (Gregg or Pitman shorthand and typing), auto shop, electric shop, forge shop, industrial arts shop, machine shop, print shop, and wood shop, April 25, 1955. April 11, 1955, is the final day for filing applications.

3. Assistant in the Bureau of Child Study. Application and examination dates are the same as those listed for the high school certificates.

Formal applications for admission to these examinations as well as further information may be obtained at the office of the Board of Examiners, Room 242, 228 North LaSalle Street, Chicago.

CLEAN-UP CAMPAIGN ILLUSTRATION CONTEST FOR HIGH SCHOOLS — The Division of Art, in cooperation with the Community Service Committee of the Chicago Association of Commerce and Industry, announces the annual Clean-Up Campaign Illustration Contest. Students in the Chicago Public Schools are invited to submit illustrations. Following is a digest of the regulations governing the competition:

1. Theme: The illustration should develop its theme from clean-up, paint-up, light-up, and plant-up ideas. Emphasis should be given to positive rather than to negative aspects of the subject.

2. Colors: Tempera or show card colors should be used; there are no color restrictions.

3. Size: Illustrations should measure 28″x 24″ before mounting. All entries should be mounted on 22″x 28″ white bristol board.

4. Originality: The design and execution of the illustration must be the original work of the student.

5. Identification: Illustrations must be identified by a completed entry blank which is to be pasted on the upper left-hand corner of the reverse side of the illustration.

6. Deadline: Thursday, January 6, 1955, is the deadline for art teachers to send their best illustrations to their District Art Supervisors.

7. Awards: A scholarship of $300 in the day school of an accredited Chicago art school of the student's choice will be awarded as the first prize to a student graduating in January, 1955, or June, 1955. Four $25 U. S. government bonds will be awarded to the best illustrations entered by first, second, and third year high school students, and fourth year high school students not wishing to try for a scholarship.

Further information and entry blanks may be secured from the Division of Art by calling DEarborn 2-7801, Extension 228 or 229, or by mailing such requests to the division, Room 604, 228 North LaSalle Street.

COLLEGE ENROLLMENTS — The American Council on Education states that college enrollment in the United States will probably rise at least 50 per cent in the next fifteen years. This figure is based on the fact that the number of young people in the college age group will rise to 13.6 million by 1970, a 70 per cent increase over the 1953 figure of 8 million reported by the American Association of Collegiate Registrars and Admissions officers. By 1960, 9.3 million Americans will compose the

college age group, a 16 per cent rise over 1953; and by 1965, this figure will have risen to 11.7 million, or a 46 per cent increase over today.

Council for the Advancement of Secondary Education — This new organization, formed by business, industry, labor, and education, through the efforts of the National Better Business Bureau and the National Association of Secondary-School Principals, will provide funds for a three-year study on economic education for secondary-school youth. Dr. Thomas H. Briggs, a leader in secondary education, is chairman of the board of trustees of the Council. He announced that the director of the study will be Dr. Galen Jones, formerly with the United States Office of Education. The Council will:

1. Attempt to find out what knowledge and understandings are essential to economic literacy. That is, what are the functions or ingredients of our economy that can be agreed upon as essential for all citizens to know if they are to understand its value to them.
2. Propose how much of what is decided to be essential can be successfully taught in high school.
3. Suggest ways by which a high school can adjust its curriculum to include the desired economic education and still preserve a satisfactory general program and assist local schools to get representative citizens to consider the need for improving economic education.
4. Assemble economic information decided to be essential and indicate sources from which desired additional information can be obtained for production of the teaching materials.
5. Cooperate with colleges and schools for teacher training to make known what is the consensus on what all citizens should know about our economy.

Educational TV — Seventeen cities across the nation will be serviced by educational television this year, according to a report from the Joint Committee on Educational Television. This number represents but a small fraction of the noncommercial television channels set aside for educational use two years ago by the Federal Communications Commission. Less than 20 per cent of all channels reserved for this purpose had been applied for at the beginning of the new school year, according to FCC Commissioner Robert E. Lee. The seven stations now in operation are located in San Francisco; Los Angeles; Houston; Cincinnati; Pittsburgh; Madison, Wisconsin; and East Lansing, Michigan. Ten more, making a total of seventeen, will go on the air by late fall. They are located in Seattle; Denver; Oklahoma City; St. Louis; Birmingham; Athens, Georgia; Chapel Hill, North Carolina; Columbus, Ohio; Chicago; and Boston.

Illinois State Geological Survey — This organization announces the following series of educational extension science field trips for teachers, students, and amateur collectors to acquaint the interested non-geologist with the rocks, minerals, and physical processes that shape the surface of the earth, determine the soil types, and in other ways directly affect our lives.

Saturday, April 16, 1955, Fairfield, Wayne County. Wayne County is an important center of oil production and this trip includes a journey through the oil fields. The surface rocks belong to the "Coal Measures." There will be opportunities to collect fossils from the limestones and to learn of the conditions at the time the rock sediments were deposited. Students will assemble for this trip at the Fairfield Community High School.

Saturday, April 30, 1955, Mt. Sterling, Brown County. This county offers an intriguing variety of geologic features. Glacial deposits and interglacial soils are exposed for study, and loess will be examined. The Pennsylvanian rocks are studied. Beneath these, the Mississippian rocks are found along the valley wall of the Illinois River. Rocks of this age are the principal source of oil in the Illinois Basin. Assembly will be held at the Brown County High School.

Saturday, May 21, 1955, Yorkville, Kendall County. The shales and limestone of the Ordovician and Silurian ages and the history of the Fox River will be studied. The glacial deposits belong to the Wisconsin stage and are especially interesting at this locale. Interested individuals will meet at the Yorkville Community High School.

Guide leaflets which are specially prepared for each trip include a summary of the paleontology, stratigraphy, and geologic history of the area. Plates illustrating common types of fossils found in Illinois are appended.

Trips begin at 9 a. m. (local time) and terminate about 4 p.m. Persons interested in geology are welcome, and are advised to bring a lunch, a hammer, and to wear heavy shoes and durable clothes. Non-car owners who plan to attend these meetings may make travel arrangements at the assembling point.

International Friendship League, Incorporated — This is an educational organization to promote better understanding among the youth of the world through personal pen friendships. Many teachers report that students who have made pen friends in other free countries of the world have exchanged information, pictures, general impressions, and explanations in a way which has given them a new interest in their courses.

The League offers the opportunity of having pen friends, from 8 to 28 years of age, in more than 100 free dominions and territories. Members of the League are not only finding real fun and adventure through this relationship, but are actually serving as goodwill ambassadors. The value of this influence has now been given official government recognition. This year one of the first Certificates of Merit to be awarded by the United States Information Agency was received by the International Friendship League, ". . . in recognition of outstanding assistance to the Inter-

national Information Program in behalf of peace and freedom by cooperating in projects designed to promote better understanding of the United States in other countries and mutual understanding between the people of the United States and the people of other countries."

Any teachers interested in placing this opportunity before their classes are invited to send a self-addressed envelope requesting a free supply of official application blanks to International Friendship League, 30 Mount Vernon Street, Boston 8, Massachusetts.

Many names of teachers abroad anxious to be placed in touch with American teachers are also in the League's files.

Magazine Publishers Association, Inc. — At the fall meeting of the Magazine Publishers Association, Incorporated, publishers of over 375 nationally and internationally distributed magazines criticized those "few publishers" who have abused public trust by circulating salacious, repulsive, or otherwise objectionable printed matter. In a resolution the Association stated that for some time the magazine publishing industry has watched the increase in sex and crime subjects appearing in certain types of publications and have shared with religious, patriotic, education, and governmental groups a growing concern for the pernicious effects on the public, particularly on the country's youth. The organization believes it must take steps to disassociate that part of the magazine industry it represents from this misuse of the printed word.

Members, both as a group and individually and within legal bounds and in keeping with the freedom of the press, declared themselves ready to lend assistance to legislative and administrative authorities and to interested private groups in carrying out the following program:

First: The vigilant and vigorous, but fair, enforcement of the legislative bans against such objectionable material through legal prosecutions by appropriate authorities within the framework of existing obscenity statutes;

Second: A continuing appraisal by the various legislatures of the existing obscenity statutes with the view to making such revisions or changes as may appear to be required, keeping in mind, however, the necessity of protecting the fundamental constitutional guarantees of freedom of speech and of the press; and

Third: The education of the reading public, through a program of publicity on the possible effects of the publication and distribution of salacious, repulsive, and otherwise objectionable material upon the people generally, and particularly the youth of our country.

National Conference of Christians and Jews — President Eisenhower will serve as honorary chairman of Brotherhood Week to be observed February 20-27, 1955, under the sponsorship of the National Conference of Christians and Jews. In a letter to the general chairman of Brotherhood Week, President Eisenhower indicated the special emphasis to be observed this year:

> The spirit which lies behind our observance of Brotherhood Week is as old as our civilization. It goes back to the answer given to the first man who asked, "Am I my brother's keeper?"
>
> Through thousands of years, there have been many noble answers to this same question, answers which bravely affirm that all men — of all religions, of all colors, of all languages — are in fact brothers, that no man can live alone. But in every age, the question is asked, and in every age it must be answered anew.
>
> We live in a period in which the question has a new sharpness and a new edge, because there are new forces in the world which divide and threaten men, forces which work to lock each man within the prison of his own mind, which make friend distrust friend, nation distrust nation. In the face of these forces it is imperative that we heroically by word and deed give voice to our faith; that every man is indeed his brother's keeper, that no human being in the world can escape his spiritual involvement in what happens to any other human being, that no man, in the troubled sea of mankind, can be an island.
>
> It is the purpose of Brotherhood Week to inspire us to give that answer for our time, with an eloquence never before heard.

The Chicago unit of the National Conference will again sponsor a contest featuring human relations photos to culminate in a public exhibit in the Main Chicago Public Library during February, 1955. Cash prizes of $100 each are offered for the best photographs in the following areas: religious symbolism; brotherhood, in which adults are the subject; and brotherhood, in which children are the subject. There will be three additional prizes of $50 each, one in each of the above categories. A number of merchandise prizes will be awarded also. Further information may be obtained from the National Conference of Christians and Jews, 203 North Wabash Avenue, Chicago 1, Illinois.

Polio Teaching Aids — Teachers, educational groups, and parent-teacher and other lay organizations may receive teaching materials free upon request from the National Foundation for Infantile Paralysis, Inc. Included are guidebooks, one-act plays, filmstrips, posters, and films which give information about polio, its symptoms, precautions, research, and other vital areas of information, making them suitable for science and health classes, social studies classes, elementary classes, or group meetings. Materials and further information may be obtained from the National Foundation, Division of Public Education, 120 Broadway, New York 5, New York.

Social Security and the National Education Association — The National Education Association has always believed in social security for teachers provided the federal plan would not hurt local retirement systems. According to Frank W. Hubbard, director of research for the NEA, Congress has finally passed such legislation. Under the 1954 amendments, persons employed by public educational institutions and systems can get old-age and survivors insurance (social security) even if they are now under local retirement protection. However, the new law contains these safeguards, "A majority of the members of the system must vote in favor of social-security coverage. They must receive not less than ninety-days notice that a referendum on the subject is to be held. Taking part in the referendum must be a majority of the eligible voters, so as to prevent a small clique from speaking for the entire group. Teachers in a system can change their mind, but the law provides that no referendum shall take place less than one year after the last previous referendum. The referendum must be by secret written ballots." It is the stated policy of Congress that in making social security available to state employees the protection accorded them under local systems must not be impaired. The new law also removes the possibility that state and local employees may be covered without a referendum, or by dissolving the local retirement system.

Teacher-Exchange Programs — Opportunities for American elementary, secondary, and junior college instructors to teach abroad during 1955-56 have been announced by the Department of State, the Board of Foreign Scholarships, and the United States Office of Education. These opportunities are made available under the Fulbright and Smith-Mundt acts. American teachers may apply for an exchange of positions with teachers from Australia, Austria, Belgium-Luxembourg, Canada, France, Germany, Netherlands, New Zealand, Norway, and the United Kingdom. There are opportunities for Americans to teach abroad without an exchange of teaching positions in Burma, Denmark, Finland, Greece, Iraq, Italy, Japan, Netherlands, Thailand, Union of South Africa, and United Kingdom Colonial Areas. Knowledge of the language of the country is required in Austria, Belgium-Luxembourg, France, Germany, and Italy. Qualifications include a bachelor's degree and preferably the master's degree; three years of successful teaching experience; United States citizenship; good health and moral character; emotional stability; and adaptability. Other qualifications being equal, persons under fifty years of age and veterans are given preference.

United States School Enrollment — Based on an annual survey conducted by the Office of Education on school enrollments, U. S. Commissioner of Education Samuel M. Brownell reports an estimated 38 million children or 23 per cent of America's total population are enrolled in the nation's schools and colleges during this 1954-55 year. This is the tenth consecutive year in which an advance in enrollment has been reported. Elementary and secondary school enrollments have increased by 1¾ million students over last year's figure. Elementary school enrollment is up 5.6 per cent, with 1,473,000 additional pupils. High schools have 219,000 more students, 3 per cent more than last year. In addition, colleges and universities enrolled 89,000 more students than in 1953.

Young Folks Book Club — Most educators and psychologists agree that the formation of good reading habits in the early grades helps prepare the child for a lifetime of pleasurable and worthwhile reading and sets the pattern for his future interest in books. To encourage pupils from the kindergarten to grade six to read and own good books, the Young Folks Book Club has set up a reading program that is being used successfully in schools throughout the country and in which teacher, pupil, and parent work together.

An important asset of this plan is that it is purely voluntary for the pupils. Since there is no compulsion, the experience of nine years shows that pupils take to the program naturally. In addition, the books selected are written to interest and entertain children; the selections are pretested for specific grade-age levels. These factors contribute to offset the youngsters' interest in comics, television, and movies.

Through membership in the Young Folks Book Club, it is possible to help build a school library, since a school is permitted to keep the four selections each month, free of charge, whenever the total school order for the selections is thirty copies or more. Most schools easily meet the quota. To test the plan without risk or expense write to Young Folks Book Club, 1078 St. John's Place, Brooklyn 13, New York.

Crime should be stopped, not in the electric chair but in the high chair. — J. Edgar Hoover

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Parents Meet the Critics and Defenders of the Public Schools." By Arthur E. Bestor versus Arthur F. Corey. *National Parent-Teacher,* October, 1954.

At the 1954 convention of the NEA, four well-known Americans were called upon to give their views of public education in this country; two were critics and two were defenders. This, the first of two reports, presents the responses of two of the contenders. Bestor, author of *Educational Wastelands,* holds that many schools are involved in pursuing an anti-intellectual philosophy, and tries to uphold this position with examples. Corey, on the other hand, notes that Bestor as a conservative has become angry and emotional, and has therefore assumed the position of a reactionary. He states further that Bestor is a competent historian but quite unfamiliar with modern psychology and the principles of child development, thus demonstrating that a person may attain intellectual competence in one area of human experience without qualifying as an expert in all other areas. It is the responsibility of all educators to be familiar with the arguments on both sides of the educational fence in order to more clearly define their own goals and objectives.

"Volleyed and Thundered." By Frank W. Hubbard. *NEA Journal,* October, 1954.

Periodically, it becomes necessary to present information based on research and scientific study to effectively refute the back-fence gossip concerning our schools that is given such traffic in the news. Articles and speeches are found to contain such recurring clichés as, "in my day all children could spell all words with comparative ease, discipline has gone to pot, the 3-R's are out." A major obstacle to understanding in this area is parents who often focus upon the wrong facts or use unreasonable standards of measurement. The findings deal with many facts of school activities, both pro and con, and in part conclude that the child of today reads silently more rapidly and with more understanding, spells better the words in common use, does as well in arithmetic problems in common use and a little better on "thought" problems, doesn't do as well in handwriting but develops a simple style suitable for most purposes. Other results involve the social sciences, modern languages, and science. The over-all picture is encouraging; the need seems to be for a rethinking of values on the part of the public and a shift of emphasis for a great many teachers.

"Youth's Lost Liberalism." By Leland Miles. *Phi Delta Kappan,* November, 1954.

The author of "This Is the Age of Sloppiness," recently reviewed in the Journal, reacts to another phase of our contemporary society which he feels is definitely degenerating at an alarming rate. The contention is that youth has gone conservative. There is no objection to conservatives as such, but traditionally this position has been held by the older members of our society. The trend toward such an outlook by the younger generation is viewed with alarm lest it result in such uniformity of outlook and thought that all impetus for progress is lost. Interesting and pertinent examples to substantiate the writer's position are cited. The desire for security; the reaching out for the safe, sure jobs; the tendency away from positions involving selling; the loss of interest in travel; the willingness to conform are all held to be symptomatic of this trend. It should be stated that liberalism is held to be a desirable characteristic of youth and as such is to be preserved and encouraged. Liberalism in the larger sense is to be viewed against the perspective of the balance of conservatism by society as a whole.

"Free Public High Schools Are Expensive." By L. B. Ezell and Paul Coleman, Jr. *The School Review,* October, 1954.

Studies have shown that our so-called free public high schools function on somewhat of an economic selective system. In operation, those persons in greatest need of secondary education seem destined for elimination from school before graduation. Hidden costs are to blame for this condition; many students are constantly embarrassed by requests for donations, contributions, dues, etcetera, which may ultimately lead to early withdrawal from school. A sample investigation conducted in a number of small schools dealt with the results of a subject inventory, an extra-curricular activity accounting, and a general cost of participation inventory. A detailed breakdown of the findings is included in the article, but the general picture indicates that a Freshman must spend between $24 and $90, a Sophomore between $22 and $76, a Junior between $23 and $80, and a Senior between $48 and $96. The figures quoted should be increased appreciably if the school is located in a large metropolitan area, and merely serve to further emphasize the need for teachers and administrators to devise ways for all students to enjoy full participation at the secondary level, unhampered by financial hurdles.

"Double Sessions Are Pressure Points." By Mary R. Young. *Educational Leadership,* October, 1954.

Temporary double-shift arrangements in schools are highly undesirable from many points of view. Certain measures, however, can be implemented to counteract some of the negative effects. Teachers working within the curtailed school day tend to stress too much the academic areas as one extreme, or to lose sight of educational objectives to a great degree and develop a loose approach to instruction as another. Key suggestions given to temper these outcomes include keeping clearly in mind the educational goals, changing methods and procedures to better suit the new conditions, selecting and coordinating activities to more effectively utilize the time available, and reappraising the evaluation devices used to measure the outcomes.

"Teachers' Salaries and Tenure." By Ezra Frantz. *The American Teacher,* October, 1954.

It is most interesting to note the statement issued by the The Lehigh County Farmers Association: "Considering the pay, hours and vacation, and the security and privileges provided under the tenure law, the teaching profession is no longer underpaid and underprivileged." The author uses this opinion as a springboard and attempts to analyze the data from which such a conclusion could arise. He feels that a member of the association multiplied the number of hours in the school day by the number of school days in a year, and divided that answer into some arbitrary figure representing the average teacher's salary. Perhaps the hourly rate thus deduced might seem favorable, but the testimony that follows supplies valid arguments for publicizing the complete picture to the community.

"A Standard of Occupational Equivalence for Academic Salaries." By William D. Grampp. *American Association of University Professors Bulletin,* Spring, 1954.

A proposal, clearly stated and in great detail, sets up a standard which would cause academic salaries to increase continuously as the growth of the economy increases incomes from other occupations. This is not a new idea since most occupations already receive these benefits automatically. However, the application is new to teaching and is worthy of careful examination. Teacher salaries are now determined principally by the supply and demand of personnel and, less important, by the cost of living and the extra-economic value of the services of the teachers. It is generally recognized that education is worth much more to society than the money actually spent on it; here is a plan designed to bring returns commensurate with effort.

"Testing: Bond or Barrier Between Pupil and Teacher." By Roger T. Lennon. *Education,* September, 1954.

Typical reactions of students to testing are well known among teachers. It is difficult to find instances where the conventional evaluation instruments are met with enthusiasm from the point of view of the subjects. More objective data reveal that approximately 43 per cent of the high school students feel that worry about examinations is a major problem to them. This seems to be based on the assumption that the teacher is going to do something to the student, rather than for him. The purpose of the presentation is to consider why testing has such disturbing undercurrents, to determine what can be done to help students develop desirable attitudes towards tests as a helpful procedure, and at the same time to cement relationships between them and their teachers. Some causes of tension are due to lack of understanding on the part of the teacher of the proper role of tests and to her failure to appreciate the emotional problems raised for many children. A specific item analysis is given in these two areas to define and explain the generalizations. This is followed by a recital of the positive factors to be included in evaluation procedures. The approach is down-to-earth and directly applicable to any classroom.

"Corralling Parents." By Bess B. Lane. *NEA Journal,* October, 1954.

Have you ever wondered why parents do not visit classrooms, why the local exhibits, productions, and activities receive relatively little support and patronage? A group of parents participating in a workshop became interested in this problem and set out to interview mothers and fathers to get some answers. Typical reasons given are: never thought of it, afraid of teachers, a preschool youngster makes visitation impractical, might not feel welcome, might disturb someone, full-time job interferes, wouldn't know what to look for. On the basis of these findings, concrete and specific suggestions, designed to overcome almost all of the conscious or imagined opposition to school visitation, are given. This is a worthwhile article.

"A Painting Place for the School." By Virginia French Sloane. *School Arts,* October, 1954.

The author describes the conversion of a corridor in her school into a lively art gallery accommodating fourteen easels. The walls are fitted with framed areas containing chicken wire. The easels are framed composition boards having two hooks on the back. Thus the easels can be adjusted to the height suitable for any student. Small tables holding jars, cans, and bottles per-

mit color mixing experiments on paper towels. Although primarily an art facility, the "gallery" is available for use by all interests in the school.

"TV Chart for Fall 1954 and Radio Chart for Fall 1954." By Editorial Staff Writer. *Scholastic Teacher,* October, 1954.

A valuable contribution to educational viewing and listening is presented in the form of two full-page graphic listings for the current season. Each chart is divided into three categories: Junior High School, Senior High School, and Adult. A further breakdown permits classification into areas of English, social science, science, and the arts. Thus it is possible to make optimum use of the season's telecasts and radio broadcasts in terms of advance planning and proper implementation into the curriculum.

"The Case For Yearbook Credit." By Vera Flory. *The School Review,* October, 1954.

"Should yearbook production be accredited as a course in the high-school curriculum?" Some schools believe it should; others find its major value in the sphere of extra-curricular participation. Likewise, some sponsors feel that yearbook production is purely vocational in scope, while others contend that it can be one of the most profitable and highly integrated courses in the English curriculum. To enable teachers to arrive at a sound decision, the author presents an evaluation of the pertinent factors. The disadvantages of the extra-curriculum yearbook are listed as drop-off of student interest when the work demands long hours after school, the pressure of the regular courses as the term progresses, the glamorous attraction of the more social and less exacting club activities, the competition with dramatics and newspaper work, both of which carry credit points. The advantages to be gained from accrediting the course include opportunities to provide challenges for the gifted students, to permit an intellectual and unified approach to the entire project, to integrate learnings with many academic areas, and to suggest evaluative techniques to be employed continually to check growth in individual students.

"Giving Parents Advice on Reference Sets." By Edwin R. Bowman. *The Clearing House,* September, 1954.

Many promotion plans for the sale of encyclopedias are aimed at the homes through television, direct canvassing, newspapers, and the mail. Parents are made to feel that it is desirable for a home to have a set of these valuable books, especially where a growing family is involved. This is certainly a laudable objective, but there are reference books and there are reference books. The writer discovered that his purchase was too complex a compendium for use by his youngster without constant adult assistance. Further investigation revealed that encyclopedias include technical, non-technical, "browsing sets," children's editions, as well as numerous other types. As a result of his inquiry, Mr. Bowman lists the following criteria to be considered in examining a reference book: Can material be located easily? Is the material accurate? Are articles up to date? Does set include everything of educational significance? Are illustrations plentiful? What is the reputation of the publisher? For what age level is the set suitable? Each of these criteria are expanded in the article, but the writer significantly ends with the advice, "Before purchasing, consult your librarians."

"Storytelling Bibliography for Your School File." By Edith Edmonds. *The Instructor,* October, 1954.

Storytelling has a very real function in the education of children, and serves its purpose in many ways. To expedite finding just the right story to suit the right age group as well as the appropriate occasion, a classified listing of stories usually found in most school and public libraries has been prepared. The list includes selections for kindergarten and primary groups, intermediate pupils, specific holiday purposes, and general holiday use.

"Teaching Reading in the Over-Crowded Primary Room." By Bernice M. Chappel. *American Childhood,* November, 1954.

This teacher comes to grips with a situation she recognizes as below par, but unavoidable in the present crisis. Her approach, so far as techniques and methods employed are concerned, is quite conventional, but her organization is quite different and apparently worthy of study by other teachers in similar environments. Under the plan advanced, it is possible for a class of forty-five pupils to be divided into four or five groups, to have two intensive reading periods per day, and still not sacrifice the time needed for other essential activities.

Good taste in reading is acquired only by reading.—
Burton Rascoe

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

RECENT BIOGRAPHIES

LOUISE M. JACOBS[1]

Anyone who has ever done anything worthy of note is likely to be chronicled in today's juvenile books. Biographies for children are appearing in ever-increasing numbers. For the most part they are a distinct contribution, for they reflect extensive research and a deep respect for the individual; are well-written, usually in fictionized style; and give a vivid and quite accurate characterization. By depicting historical figures as real people with faults, weaknesses, and problems as well as virtues and capabilities, biographies have become more readable and more acceptable to young people.

But well-written biographies do more than merely characterize the life of an individual; they also recreate the era in which he lived. For example, in *Thomas Jefferson, Champion of the People,* Clara Ingram Judson reconstructs the life and times of Jefferson's day. Often, too, the person is shown in relation to his contemporaries; in Harry Sootin's *Michael Faraday,* the reader learns much about other scientists of the time, their characters, and their discoveries.

Interest in biography awakens in about fifth or sixth grade, when the child begins to turn away from fanciful reading and finds pleasure in learning about real people. This interest continues through the junior and senior high school years, for teenagers are edified by true stories of men and women who have won outstanding success in the struggle against adverse circumstances. Although biography is usually considered most appropriate for the high school level, certain kinds of actionful, simply written stories are enjoyed by children of the lower grades. For instance, Genevieve Foster's *An Initial Biography — Theodore Roosevelt* is designed for the seven- to ten-year-olds and Opal Wheeler's *The Story of Peter Tschaikowsky, Part I,* for ages eight to ten years. Biographies should occupy a conspicuous place, from the reading tables of the primary grades to the shelves of the high school library.

The following reviews include only books which have been received at the Journal office; titles not annotated have been reviewed in previous issues as indicated.

Abraham Lincoln. By Jeannette Covert Nolan. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 180. $2.75.

An excellent fictionized biogoraphy that uses the typical dialect of Lincoln's day and possesses a free flowing style that moves along swiftly as it unfolds the true character of the man. It is interesting to note that the illustrations are confined to a face of Lincoln heading every chapter; with each succeeding chapter the face matures until at the end of the book we see the most familiar sketches of the adult Lincoln. For grades seven to nine.

Alexander Hamilton. By Nathan Schachner. Illustrated by Gillett Griffin. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1952. Pp. 229. $2.40.

An excellent characterization of one of our nation's greatest men. Written with an adult point of view, this book is as interesting to the grown-up as to the teenager.

Andrew Carnegie. By Alvin F. Harlow. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 178. $2.75.

An interesting, informative, and sympathetic account, but not well edited; there are no illustrations. For grades seven to nine.

Ben Jonson of Westminster. By Marchette Chute. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1953. Pp. 349. $5.00.

A realistic portrayal of England's early poet and his times. It is well written and based on much research. For senior high school and college.

Buffalo Bill. Written and illustrated by Ingri and Edgar Parin d'Aulaire. 575 Madison Avenue, New York 22, New York: Doubleday and Company, 1952. Unp. $2.75.

March-April, 1953, p. 191. For grades three to five.

Candidate for Truth, The Story of Daniel Webster. By Sybil Norton and John Cournos. Illustrated by Rus Anderson. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 176. $2.50.

This highly informative and sympathetic biography of Webster covers his entire life. It is, however, slow-paced and the style of writing, although fictionized, does not grip the reader. The vigorous illustrations add interest to the book. For grades seven to nine.

Christy Mathewson: Baseball's Greatest Pitcher. By Gene Schoor with Henry Gilfond. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 180. $2.75.

May-June, 1954, p. 234. For high school.

Cochise. By Edgar Wyatt. Illustrated by Allen Houser. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1953. Pp. 192. $2.50.

May-June, 1954, p. 234. For high school.

Cochise, Great Apache Chief. By Enid Johnson. Illustrated by Lorence F. Bjorklund. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 172. $2.75.

Through this story of the great Apache Chief, the reader gains insight into the Apache character and the historical background of an exciting but shameful phase of American history. A well-written, worthwhile book for grade eight and up.

[1]Chicago Teachers College

Columbus. By Ronald Syme. Illustrated by William Stobbs. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 70. $2.00.

January-February, 1953, p. 143. For the intermediate grades.

Daniel Boone, The Opening of the Wilderness. By John Mason Brown. 474 Madison Avenue, New York 22, New York: Random House, Inc., 1952. Pp. 181. $1.50.

In this story Daniel Boone truly comes to life and pioneering in the days of the opening of the wilderness becomes a vivid and dramatic reality. The book possesses a smooth-flowing literary style, a readable quality, and distinguished illustrations; it is one of the best of the many biographies of this popular hero. For grades seven to nine.

David Farragut, Sailor. By Ferdinand Reyher. Illustrated by Robert Ball. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 238. $3.00.

This is more than the story of the life of young Farragut from his birth to the age of twelve, when he was in command of a ship; it is also a vivid description of the early American Navy, with emphasis on the life of a midshipman. Excellently written. For grades seven to ten.

David Farragut, Sea Fighter. By Marie Mudra. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 171. $2.75.

This fictionized account of the life of the first Admiral of our Navy is written with vigor and ease. A chronology and bibliography are helpful additions; the illustrations are unobtrusive and effective. Excellent reading for boys in grades seven to ten.

Elizabeth Enters. By Laurie Johnston. Photos selected by Richard W. Johnston. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Pp. 185. $3.00.

This straightforward, informative account of the present Queen of England from her birth to her coronation in June, 1953, is enlivened by many photographs. Valuable chiefly as a reference book for grades five to eight.

The First Book of Presidents. By Harold Coy. Illustrated by Manning DeV. Lee. 119 West 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 68. $1.75.

January-February, 1953, p. 143. For the intermediate grades.

Freedom Train, The Story of Harriet Tubman. By Dorothy Sterling. Illustrated by Ernest Crichlow. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1954. Pp. 187. $2.50.

A gripping account of the life of Harriet Tubman, Negro woman conductor on the underground railroad. Not only did she herself escape to free territory, but she dedicated her life to the relief of her race. Leading over three hundred Negroes up from slavery to freedom, she became the "Moses" of her people. A moving, realistic story written in masterful prose. For grade eight and up.

George Rogers Clark. By Walter Havighurst. Illustrated by Jack Moment. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1952. Pp. 216. $2.40.

March-April, 1954, p. 189. For high school.

George Washington: First President. By Elsie Ball. Illustrated by Manning de V. Lee. 810 Broadway, Nashville 2, Tennessee: Abingdon-Cokesbury Press, 1954. Pp. 128. $1.50.

A simply, but uninterestingly, written life of Washington from his early youth to his death. The large print, many black and white illustrations, and simple language make it an appropriate book for grades four to six.

Great Artists. By Annette Turngren. 381 Fourth Avenue, New York 11, New York: Abelard Press, Inc., 1953. Pp. 286. $3.00.

Brief, simply written sketches of twenty-six of the world's greatest artists. The style is direct and the characterizations are vivid and real. An excellent introduction to art for the junior high school level.

Henry Wadsworth Longfellow, His Life. By Catherine O. Peare. Illustrated by Margaret Ayer. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 116. $2.00.

A readable, fictionized account of the life of this much loved friend of children. Though short and simplified for younger children, the biography is complete. Several chapters are devoted to discussions of individual poems. For grades four to seven.

How Do I Love Thee? By Helen E. Waite. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1953. Pp. 221. $2.50.

The love story of Elizabeth Barrett and Robert Browning, told in fictionized form, is authentically and sympathetically recreated. The inclusion of letters and poems heighten the interest of the story and reveal the place of these two poets in literature. A poignant romance, well written, which will appeal especially to teenage girls.

An Initial Biography — Theodore Roosevelt. By Genevieve Foster. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Pp. 106. $2.25.

An excellent, brief, fictionized story designed for the seven- to ten-year-olds. The author's illustrations, done mostly in browns and reds, are unique.

The Jacksons of Tennessee. By Marguerite Vance. Illustrated by Nedda Walker. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 181. $2.75.

A combination of history and romance, the story focuses on Rachel Jackson's tragic life, which is skilfully and sympathetically portrayed against pioneer background. This, as do the author's other numerous books, will appeal to teenage girls.

Jean Baptiste Pointe De Sable, Founder of Chicago. By Shirley Graham. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 180. $2.75.

March-April, 1954, p. 188. For high school.

Jedediah Smith, Fur Trapper of the Old West. By Olive Burt. Illustrated by Robert Doremus. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1951. Pp. 187. $2.75.

November-December, 1952, p. 91. For high school.

The Jim Thorpe Story — America's Greatest Athlete. By Gene Schoor and Henry Gilfond. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1951. Pp. 186. $2.75.

November-December, 1952, p. 90. For ages fourteen and up.

Joe Meek — Man of the West. By Shannon Garst. Illustrated by Albert Orbaan. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1954. Pp. 171. $2.75.

This is a fast-moving, intensely interesting fictionized portrayal of the intrepid trapper and other frontiersmen who pushed into the wilderness that was the West of a century ago. Excellent. For grades six to ten.

John Adams: Independence Forever. By Sybil Norton and John Cournos. Illustrated by Jacob Landau. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1954. Pp. 198. $2.50.

Here is a very detailed account of the life of the second president of the United States. In fact, some chapters

suffer, despite the fictionized style, because they are overburdened with facts. For grades seven to nine.

John James Audubon, His Life. By Catherine O. Peare. Illustrated by Margaret Ayer. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 89. $2.00.

This is an impartial portrayal of the man whose love of nature has inspired thousands to study and to help preserve bird life. With a determination that surmounted all hardships, John James Audubon clung to his life-long ambition to draw all of the birds of America and then worked with the same zeal to get his pictures published. This is not, however, a sentimental biography; the weaknesses in his character are revealed throughout the story. The Audubon Junior Club members will, of course, enjoy it; but so should other children of grades four to six.

John Smith of Virginia. By Ronald Syme. Illustrated by William Stobbs. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1954. Pp. 192. $2.50.

The author has caught the spirit of the daring, adventurous, and resourceful John Smith and portrayed it dramatically for younger readers. This well-written, intensely interesting fictionized biography is excellently illustrated. For grades six to nine.

John Woolman, Child of Light. By Catherine Owens Peare. 424 Madison Avenue, New York 17, New York: The Vanguard Press, Inc., 1954. Pp. 250. $3.00.

A rather mature biography of an outstanding Quaker who waged a spiritual battle against slavery in the United States. For grade eight and up.

Kit Carson, Mountain Man. By Margaret E. Bell. Illustrated by Harry Daugherty. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 71. $2.00.

January-February, 1953, p. 143. For grades four to six.

Lady Jane Grey. By Marguerite Vance. Illustrated by Nedda Walker. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 184. $2.75.

January-February, 1953, p. 142. For teenagers, especially girls.

Lafayette, Friend of America. By Alberta Powell Graham. 810 Broadway, Nashville 2, Tennessee: Abingdon-Cokesbury Press, 1953. Pp. 128. $1.50.

Although simply written for ycunger children, this account very adequately portrays Lafayette's military ability, bravery, personality, and his part in the American Revolution. The print is large and there are numerous effective black and white drawings. For grades three to six.

LaSalle of the Mississippi. By Ronald Syme. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 184. $2.50.

This is the story of LaSalle's exploration of the Mississippi; he is characterized as a man of dauntless courage and singleness of purpose. Well illustrated and interspersed with excerpts from diaries and letters; end papers show an interesting map of the Mississippi territory of LaSalle's day, from 1644 to 1687. For grades six to nine.

Lee, the Gallant General. By Jeanette Eaton. Illustrated by Harry Daugherty. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 72. $2.00.

Here is animated history; the magnificent illustrations are powerful, vigorous, and action-packed, complementing an equally moving story. This brief biography focuses mostly on the General's military campaigns and his influence in building a united nation after the war. For grades four to six and slow readers.

Louisa May Alcott, Her Life. By Catherine Owens Peare. Illustrated by Margaret Ayer. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1954. Pp. 122. $2.00.

Simply written for younger children, this biography covers the famous author's entire life. Alcott's family life is well portrayed; Louisa's writings are analyzed in detail. A very informative book; good characterization of the author, her family, and her times. For grades four to six.

Magellan, First Trip Around the World. By Ronald Syme. Illustrated by William Stobbs. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 69. $2.00.

A vivid account of the life of Magellan with emphasis on his expedition around the world. Format is excellent; the powerful black and white illustrations are outstanding. Simplified for middle grade use, the book will also appeal to slow readers in junior high school. No boy will be able to resist this book.

Marco Polo. By Manuel Komroff. Illustrated by Edgard Girlin. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 171. $2.75.

This edition is a readable biography of Marco Polo; it covers his childhood, his travels in Asia, and his imprisonment, during which he wrote his book of travels. The fine line illustrations are in keeping with the story. For grades eight to ten.

Michael Faraday—From Errand Boy to Master Physicist. By Harry Sootin. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1954. Pp. 174. $2.75.

An exceedingly well written account of the life of the great scientist, of his rise from errand boy to master physicist. It portrays his great desire to serve science, his idealistic and simple life, his scientific discoveries, and his relation to his contemporaries; it concludes with the idea that "the spirit of Michael Faraday is the spirit of modern science." Interesting and instructive, it is a perfect book for any teenage boy, but especially one interested in science.

Michelangelo. By Elizabeth Ripley. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1954. Pp. 68. $3.00.

This story of Michelangelo, which relates his life to his great works, is effectively told in short, simple sentences. Fine photographs of his masterpieces are used profusely. For high school and adults in general.

Ouray the Arrow. By Olive Burt. Illustrated by Harper. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 174. $2.75.

March-April, 1954, p. 190. For high school.

Paul Cezanne. By Marion Downer. 419 Fourth Avenue, New York 16, New York: Lothrop, Lee, and Shepard Company, Inc., 1951. Pp. 177. $2.50.

September-October, 1952, p. 43. For teachers.

Peter Stuyvesant. By Rupert Sargent Holland. Illustrated by Lee Ames. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 176. $2.75.

A well-balanced, vivid picture of the last Dutch governor of colonial New York, noble even in defeat, and always a colorful character. The powerful black and white illustrations are effective. For grades six to nine.

Pilgrimage to Freedom. By John Cournos and Sybil Norton. Illustrated by Rus Anderson. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 170. $2.50.

The story of the life of Roger Williams from his boyhood in England to his death in America. May be used as supplementary reading in connection with early American history. Effectively illustrated with black and white drawings. For grades seven to nine.

Ralphe J. Bunche, Fighter for Peace. By J. Alvin Kugelmass. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 174. $2.75.

March-April, 1953, p. 186. For high school.

The Real Book About Andrew Jackson. By Harold Coy. Illustrated by Frank Nicholas. 75 Franklin Street, Garden City, New York: Garden City Publishing Company, Inc., 1952. Pp. 192. $1.25.

An easy reading, informative account of Andrew Jackson and his times. Good characterization, and well-written and illustrated; it is truly a "real" book. For grades five to eight.

Real Peoples Series, Groups 1-7. Edited by Frances Cavanah. 1911 Ridge Avenue, Evanston, Illinois: Row Peterson and Company, 1950, 1951, and 1952. Pp. 36 each. $1.86 each.

Group 1: *Christopher Columbus, Hernando De Soto, LaSalle, Captain John Smith, Peter S. Stuyvesant, Roger Williams.*

Group 2: *Abigail Adams, Benjamin Franklin, Thomas Jefferson, John Paul Jones, Father Serra, George Washington.*

Group 3: *Ay-yo-ka, John Jacob Astor, Daniel Boone, Zebulon Pike, Rufus, Putnam, Narcissa Whitman.*

Group 4: *Jane Addams, George Washington Carver, Thomas Alva Edison, James Jerome Hill, Robert E. Lee, Abraham Lincoln.*

Group 5: *Ikhnaton of Egypt, Alexander the Great, Alfred the Great, Caesar Augustus, Charlemagne, Marco Polo.*

Group 6: *Akbar of India, Queen Elizabeth, Johann Gutenberg, Prince Henry, Joan of Arc, Leonardo da Vinci.*

Group 7: *Peter the Great,* by Elizabeth Seeger, illustrated by Harold Price; *Frederick the Great,* by Margaret Leighton, illustrated by Frederick Seyfarth; *Captain James Cook,* written and illustrated by Armstrong Sperry; *James Watt,* by Jeannette Covert Nolan, illustrated by Grace Paull; *Lafayette,* by Carol Ryrie Brink, illustrated by Dorothy Bayley Morse; *Simón Bolivar,* by Clara Ingram Judson, illustrated by Henry Pitz.

Group 8: *Benjamin Disraeli,* by Elizabeth L. Crandall, illustrated by Harve Stein; *David Livingstone,* by Elizabeth Yates, illustrated by Nora Unwin; *Sun Yat-Sen,* by Clara Ingram Judson, illustrated by Alexander Key; *Florence Nightingale,* by Rebecca Caudill, illustrated by William Neebe; *Marconi,* by Joseph Cottler, illustrated by Manning De V. Lee; *Roald Amundsen,* by Jeannette Covert Nolan, illustrated by John Merryweather.

This series contains simplified stories of the lives of the world's great, written by well-known biographers and excellently illustrated by equally well-known artists. Well-written and edited, it is good supplementary and reference material, especially for social studies and art. For grades six to eight.

Red Grange. By Gene Schoor with Henry Gilfond. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 186. $2.75.

September-October, 1953, p. 45. For high school.

Scarf Dance. By Laura Kerr. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1953. Pp. 172. $2.50.

This is the first biography of the famous woman composer, Cecile Chaminade; it gives a good portrayal of the Chaminades, Cecile's great love for music, and how her compositions came into being. Smooth flowing style and deft handling of scenes. For grades eight to ten, especially girls, and adults interested in music.

The Seven Queens of England. By Geoffrey Trease. 424 Madison Street, New York 10, New York: The Vanguard Press, 1953. Pp. 256. $2.75.

This is a "miniature portrait gallery of the seven queens with their personal stories attached." It is not a history book; brief summaries of the events between their reigns tie the stories together. Useful as supplementary reading. For grades seven to ten.

The South Sea Shilling. By Eric Swenson. Illustrated by Charles Michael Daugherty. 18 West 48th Street, New York 17, New York: The Viking Press, 1952. Pp. 224. $3.50.

January-February, 1953, p. 142. For grades seven to nine.

Stephen Foster. By Catherine Owens Peare. Illustrated by Margaret Ayer. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 87. $2.00.

January-February, 1953, p. 143.

The Story of Buffalo Bill. By Edmund Collier. 1107 Broadway, New York 10, New York: Grossett and Dunlap, Inc., 1952. Pp. 182. $1.50.

This is a simply written story of this ever-popular, colorful personality and covers the entire span of his life. The numerous vivid black and white illustrations are a distinct asset to the book as are the attractive endpieces. For grades five to eight; also useful with slow readers.

The Story of Louis Pasteur. By Alida Sims Malkus. 1107 Broadway, New York 10, New York: Grossett and Dunlap, Inc., 1952. Pp. 178. $1.50.

Simply written for younger children, this fictionized account presents a good characterization of the great scientist. Detailed information is given about his experiments. Easy and interesting reading for grades three to seven. The illustrations are numerous and effective.

The Story of Peter Tschaikowsky, Part I. By Opal Wheeler. Illustrated by Christine Price. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 119. $3.00.

This book deals with the composer's early childhood; it stresses the burning love for music which he kept hidden in his heart. The numerous, actionful pictures, especially of the horses, are worthy of note. Seven of Tschaikowsky's simpler melodies are included. For grades three to six.

Theodore Roosevelt, Fighting Patriot. By Clara Ingram Judson. Illustrated by Lorence F. Bjorklund. 1255 South Wabash Avenue, Chicago 5, Illinois: Wilcox and Follett Company, 1953. Pp. 218. $3.50.

This well-balanced story includes Theodore Roosevelt's struggle for health, his entry into politics, and his service as President of the United States. It is an excellent book, the result of careful research. The dignified, soft pencil drawings are a distinct contribution. Anyone from sixth grade upward can enjoy this well-written biography.

Thomas Jefferson, Champion of the People. By Clara Ingram Judson. Illustrated by Robert Frankenberg. 1255 South Wabash Avenue, Chicago 5, Illinois: Wilcox and Follett Company, 1952. Pp. 224. $3.50.

The author's exhaustive research into Jefferson's life gave her "the urge to bring his philosophy of government, his ideal of freedom, his faith in man to young Americans." In a clear-cut narrative style, she succeeds in making him a real person and at the same time reconstructs the life and times of his day. Lively illustrations and interesting endpapers. For grades six and up; also of interest to adults.

Twelve Citizens of the World, A Book of Biographies. By Leonard S. Kenworthy. Illustrated by William Sharp. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1953. Pp. 286. $3.50.

This is a book of biographies of twelve persons who the compiler thinks represent outstanding achievements in helping to build a better world. These "citizens of the world" come from eleven different countries; they include such well-known persons as Ralph Bunche, Mahatma Gandhi, and Arturo Toscanini. Written in a straightforward and concise manner, this is a good reference book.

Wild Bill Hickok. By Shannon Garst and Warren Garst. Illustrated by Albert Orbaan. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 183. $2.75.

November-December, 1952, p. 90. For ages twelve and and up.

William Crawford Gorgas. By Beryl Williams and Samuel Epstein. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 183. $2.75.

This is a readable, narrative account of the great doctor who waged a relentless fight against tropic fever and won; it should appeal to all young people interested in science. For grades eight to ten.

Young Ike. By Alden Hatch. 8 West 49th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 147. $2.50.

A very simple biography confined, with the exception of the last two chapters, to "Ike's" childhood and young manhood. The account includes a considerable amount of rather inconsequential detail and verges on the sentimental. The illustrations are an asset and the endpieces very attractive. For grades five to eight.

Yours With Love, Kate. By Miriam Evangeline Mason. 2 Park Street, Boston 7, Massachusetts: Houghton Mifflin Company, 1953. Pp. 277. $3.00.

This is a detailed account of the life of Kate Douglas Wiggin, author of the much loved books, *Rebecca of Sunnybrook Farm* and *The Birds' Christmas Carol.* Quite naturally, the book stresses her success as a writer and her part in promoting the kindergarten movement. Although the story is fictionized, the average teenager is likely to find its length and great detail tiresome. It is nevertheless a good reference book. For ages twelve to fourteen.

IMPORTANT NEW BOOKS

Contributors to this section are John M. Beck, Muriel Beuschlein, Gertrude Byrne, Louise Christensen, Eve K. Clarke, Mary E. Courtenay, Thomas J. Creswell, Thomas Farr, Henrietta H. Fernitz, Russell A. Griffin, Mabel G. Hemington, Coleman Hewitt, Louise M. Jacobs, Joseph Kripner, Marcella G. Krueger, Philip Lewis, Melvin M. Lubershane, Viola Lynch, Ursula Maethner, Dorothy V. Phipps, Bernice B. Roberts, Dorothy F. Roberts, Eloise Rue, Ruth Oliver Second, and Catherine M. Taheny.

FOR TEACHERS AND SUPERVISORS

Successful Teaching. Second Edition. By James L. Mursell. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1954. Pp. 316. $4.25.

The successful teacher understands the learning process and determines a set of principles in terms of this process. His teaching, then, is in consonance with these principles. Mursell feels learning is structured upon the solution of problems which the learner recognizes, understands, and approaches systematically. Since successful teaching is the problem being considered, Mursell facilitates acceptance of his tenets through a reasonable elaboration of the functions of recognition, understanding, systematic approach, and evaluation. R. A. G.

Historic Chicago Sites. By George Peter Jensen. 6620 Diversey Avenue, Chicago 5, Illinois: Creative Enterprises, 1953. Pp. 185. $5.00.

Here are described some sixty historical places and buildings which have been marked with bronze plaques by the Chicago Historical Society and the City Council. Written as a public service to acquaint Chicagoans with the early beginnings of their city and its fabulous growth, the book makes interesting reading and provides an informative background for those who wish to visit the sites. Authoritative, tersely written, beautifully bound and illustrated with effective pen and ink sketches, this is an excellent reference book and one from which any citizen may derive profit and pleasure. L. M. J.

The Teaching of Foreign Languages in the Elementary School. By Theodore Anderson. Preliminary Edition. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 119. $1.25.

The author gives first a discussion of the value of the project and the way it has been worked out in different cities. He also offers an over-all plan for language in the grades. He follows these chapters with a bibliography and sample lessons. The book would be helpful to both administrator and teacher. D. F. R.

Mass Media and Education. The Fifty-third Yearbook of the National Society for the Study of Education, Part II. Edited by Nelson B. Henry. 5750 Ellis Avenue, Chicago 37, Illinois. The University of Chicago Press, 1954. Pp. 286. $4.00.

Emphasis is given the role of the mass media influences affecting children and youth during their time away from school, and to similar factors concerning adults. Thus, concern is not directly focused on mass-distributed messages prepared with educational objectives in mind, but rather with the side effects which teachers and parents must take into consideration because such purposes have not necessarily been involved. The "what" and "how" of the nature of mass communication is viewed from within a social framework. The section devoted to what the schools and the public can do to constructively channel this vital force is pertinent reading indeed. P. L.

Physical Education for Elementary Schools. Revised Edition. By N. P. Neilson and Winifred Van Hagen. 232 Madison Avenue, New York 16, New York: A. S. Barnes and Company, Inc., 1954. Pp. 540. $4.50.

This is a revised edition of an old, tried and true guide to the planning of physical education activities in the elementary school. The revision has brought the original, useful material up-to-date and includes additional material which the physical education teacher in training and in service will appreciate. Those chapters devoted to theory, several of which are entirely new, are written in a clear, direct, understandable manner, free from excessive educational patter. L. C.

Psychology of Coaching. By John D. Lawther. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1952. Pp. 472. 1953. $4.00.

One of the best texts which presents the principles and techniques underlying the coaching of sports. Many of the principles and theories and recent experiments that determine coaching techniques were taken from the fields of many of the sciences, such as physics, psychology, sociology, applied physiology, kinesiology, etcetera. Discussions, test questions, and references are a part of each of the ten sections of the book. The coaching profession and teachers and students of physical education will find invaluable material in this splendid text.

J. K.

An Introduction to Radio and Television. By David C. Phillips, John M. Grogan, and Earl H. Ryan. 15 East 26th Street, New York 10, New York: The Ronald Press Company, 1954. Pp. 407. $5.00.

Here is an excellent source of information for the individual considering radio or television as a possible career field. The various employment categories are explored and qualification requirements listed. In addition, a step-by-step procedure is included to progressively introduce the newcomer to radio and video through the several branches of production. This book bids well for consideration as a basic text for introductory courses in broadcasting. The inclusion of a variety of scripts, data on the regulation and control of the media, audience measurement techniques, and a short history of broadcasting furnish pertinent background. P. L.

Language Teaching. By Edwin T. Cornelius, Jr. 330 West 42nd Street, New York 16, New York: Thomas Y. Crowell Company, 1953. Pp. 168. $2.40.

Although this book was prepared for teachers of English as a foreign language, it would be a tonic for any language teacher. The study is scientific in its method and terminology, but it stresses the prime importance of the teacher. That may be a spur to better teaching. D. F. R.

The Great Issues of Politics — An Introduction to Political Science. By Leslie Lipson. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1954. Pp. 418. $5.25.

The purpose of the author is worthwhile: to employ a method of political analysis in which the fundamental and enduring issues of politics are discussed separately and then combined systematically and meaningfully, and applied to current political problems. For the beginning student and the busy scholar this book provides a convenient introduction to the important political ideas of original thinkers and an interesting conceptual framework for evaluating controversial opinions on significant issues. T. F.

Children in Focus — Their Health and Activity. 1954 Yearbook of the American Association for Health, Physical Education, and Recreation. 1201 Sixteenth Street, Northwest, Washington 6, D. C. Pp. 277. $3.50.

The best thinking of twenty-four specialists is combined to produce this comprehensive book on the contribution various aspects of sound health, safety, recreation, and physical education programs make to elementary school children, their growth and development. The broad scope of the book includes discussions on the controversial issue of competition; moral and spiritual values; mental health; after-school experiences; and concludes with a look to the future. Sensible guideposts to constructive thinking for all who are interested in elementary school children, whether they be parent, teacher, student, or administrator, are offered by the authors. U. M.

Psychology in the Nursery School. By Nelly Wolffheim. Translated by Charles L. Hannam. 15 East 40th Street, New York 16, New York: Philosophical Library, Inc., 1953. Pp. 140. $3.75.

This is a real contribution to any nursery school teacher or parent, who is trained in child psychology, to understand more clearly the underlying Freudian psychology as it is related to the young child's behavior in nursery school. The author attempts to prove or show why a nursery school should be run on psychoanalytical lines according to Freud's child psychology principles. "The more teachers and those in charge of children are able to learn from Freud's child psychology the more success they will have in their work with children" is his underlying thesis. The first and last chapter clearly give the basic principles underlying the psychoanalytical education in a nursery school and the nursery schools relation to psychoanalysis, the theme of the book.

V. L.

Another Dancing Time. By Satis N. Coleman. Illustrated by Vana Earle. 210 Madison Avenue, New York 16, New York: The John Day Company, 1954. Pp. 32. $2.75.

One is impressed once again with Miss Coleman's ability to combine both good rhythmic and musical material that not only satisfies but stimulates the young child's spontaneous dramatic and rhythmic actions. Best of all, the selections are planned to meet the expressed need and desire of many primary teachers whose piano ability is so limited. These "dancing tunes" can be played fairly easily by most teachers. Both teachers and children will benefit by this newest addition to the many collections the author has already made in the field of creative music for young children. V. L.

Educational Psychology. By Glenn Myers Blair, R. Stewart Jones, and Ray H. Simpson. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1954. Pp. 574. $4.75.

The unique place of educational psychology in the training of teachers is indicated in this book. Content is selected which has maximal educational application, and emphasis is placed upon making educational psychology functional. Areas which are well covered are learning and its application to actual school practices, methods of adjustment and guidance of the school child, measurement and evaluation of pupil progress, and appraisal of the work of the school. The content is enriched with reports of research studies on the teaching of school subjects, remedial programs, and the psychology of atypical children. R. O. S.

How to Make a Home Nature Museum. By Vinson Brown. Illustrated by Don Greame Kelley. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1954. Pp. 214.

Ever had a secret desire to have your own nature museum? Whether your interest is in mammals or minerals, in fish, frogs, or flowers, Vinson Brown tells you how to go about preparing a display. Practical advice on collecting, classifying, and mounting specimens is presented. Also included are techniques for making models, molds, charts, and diagrams. Although of particular interest to the individual enthusiast, this book would be of use to youth group leaders, teachers, and camp directors. A comprehensive index is included which lists books to read, supply sources, and ideas for improving your "home museum." M. B.

First Year Spanish. By Charles N. Staubach and John W. Walsh. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1954. Pp. 451. $3.48.

This text offers a wealth of material in a beautifully illustrated book. The basic material is developed and supplemented by most interesting exercises. The abundance of material might make the text overpowering to a slow group, but it would stimulate most classes. D. F. R.

Sport and Racing Cars. By Raymond F. and Brock W. Yates. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1954. Pp. 116. $2.50.

"Hot rod" has become a much used and much misunderstood word in our language. To many it means irresponsible youth. To others, it means boys with an absorbing hobby which requires a high degree of automotive engineering ability. The National Hot Rod Association, with a membership of more than 16,000, has as its purpose the organization and regulation of the activities of its members. The authors dwell at length on these activities, which include road cruises, reliability runs, obstacle course runs, economy runs, drag runs, and auto shows. There are interesting chapters on foreign sport cars, auto races, and the Indianapolis races. Any high school boy will find this book of great interest. C. H.

An Introduction to Elementary Education. By C. V. Millard and Albert J. Huggett. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 356. $4.75.

Unlike many textbooks designed for introductory courses in education, this book is devoted primarily to current theory and practice in the elementary school. Particularly noteworthy is the thorough treatment of the social and cultural factors affecting the educative process. Many will agree wholeheartedly with the authors that more male elementary teachers should be recruited to better satisfy the needs of children in the instructional program. It is probable that the general utility of this commendable work for undergraduates would have been increased by a brief discussion of the educational traditions and the dominant philosophical views in elementary education. J. M. B.

Teaching Individual and Team Sports. By R. T. DeWitt. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1953. Pp. 491. $5.00.

This text covers rather extensively twenty-five of the most popular sports from archery to wrestling. Each chapter includes the "background, or history, of each activity, basic skills, teaching procedure, skill tests, discussion questions, definitions of terms and bibliography." Many authorities and experts contributed to this excellent text; thus the book is one of the best for coaches, teachers, students of physical education, as well as for sport followers. J. K.

Fun With Astronomy. By Mae and Ira Freeman. 457 Madison Avenue, New York 22, New York: Random House, Inc., 1953. Pp. 58.

This book should be of value in interesting children in and helping them to understand some of the fundamental truths concerning our universe. Simple activities, such as the use of the sun camera to find the size of the sun, are suggested. There are many excellent photographs and some line drawings illustrating the context. The book should appeal to children of the junior high school level and beyond. It would be a valuable addition to the science library shelf. D. V. P.

The First Book of the Ballet. By Noel Streatfeild. Illustrated by Moses Soyer. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1953. Pp. 93. $1.75.

This is a book of great charm. For young people interested in dancing as a career, this is a clear and concise statement of the preparation that is essential. Parents who may have a child who shows aptitude in the field should read this text so that they may be guided in selecting a studio and will be able to understand what the child is experiencing. Of interest to the non-technical reader will be the stories of famous dancers and well-known ballets. Throughout, the illustrations are both accurate and delightful. G. B.

Bright Gold. By Jessica Lyon. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae-Smith Company, 1953. Pp. 208. $2.50.

Penny Hazlitt marries her girlhood sweetheart, Craig Armstrong. This story begins where most stories end, "They married and lived—" to learn that marriage is a continuous adjustment of divergent viewpoints and habits. The serious, heavy tone and continual stressing of financial matters are not counterbalanced with any lightness or gaiety. Perhaps in an effort to be completely realistic, the story is slow-paced and without any dramatic values. It makes dull, monotonous reading, especially for teenagers. E. K. C.

The Stolen Sphere. By John Keir Cross. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 220. $2.75.

This is an unusual combination of a mystery story and science fiction told in a charming, whimsical manner. Some knowledge of the life backstage in a vaudeville circuit is given and the theater itself is described. The action is exciting: a kidnaping, murder, and the theft and recovery of the model of a man-made satellite from which the earth could be attacked. The style, however, makes it difficult for the poor reader, and the material is of insufficient value for the good reader. B. B. R.

Singing Juniors. By Lila Belle Pitts *et al.* Illustrations by William Cummings *et al.* Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1953. Pp. 238. $2.68.

In this book the unison, two- and three-part songs are well-planned, particularly for the adolescent voice; the changing voice of the alto-tenor is carefully guarded; and the baritone range is well-provided for. Most of the songs are easy, and should appeal to the adolescent. The adaptation of Mozart's "Magic Flute" should provide a pleasing and significant introduction to opera. C. M. T.

The Silver Purse. By Elisa Bialk. Illustrated by Paul Galdone. 2231 West 110th Street, Cleveland 2, Ohio: World Publishing Company, 1953. Pp. 169. $2.50.

Melanie Dawes of Chicago is invited to spend the winter with her aunt in New Orleans. Enroute she meets Jeff Mallon, to whom she is attracted but who does not measure up to her aunt's snobbish social standards. Enrolled in a private school for girls, she has difficulty in adjusting to a sheltered life based on class distinctions and strict social mores. Gradually two different viewpoints meet in understanding and the visit is climaxed in the exciting festival of Mardi Gras. Incidentally the *Silver Purse* theme seems forced and unnecessary. Very readable, and interesting as another way of life in these United States. E. K. C.

Bill Williams: Mountain Man. By Enid Johnson. Illustrated by Richard Bennett. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 174. $2.75.

The life of the "greatest of mountain men" was as crude and savage as that of his Indian blood brothers. In an unvarnished, rather slow-moving account, Bill Williams is traced through numerous blood-curdling, nauseous exploits in which he acts by the amoral code of brutal mountaineers. The book is gravely lacking in a map, and enhanced by a bibliography and index. M. G. K.

Look to the New Moon. By Frances Fullerton Neilson. 381 Fourth Avenue, New York 16, New York: Abelard Press, 1953. Pp. 256. $2.50.

Sixteen-year-old Stella Blake, who has lived a secluded life on a Georgia farm, goes to Maine for a visit with her wealthy, sophisticated relatives. In an effort to be liked, she tries to change herself in appearance and actions. But when she falls in love with John Howland, a research chemist devoted to his job, she re-evaluates herself and emerges wiser and richer for her summer's experiences. Characters are fairly stereotyped, but Stella is an endearing person. This book will be popular with teenage girls. E. K. C.

Singing Teen-agers. By Lila Belle Pitts *et al.* Illustrations by Ruth Wood *et al.* Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1953. Pp. 252. $2.76.

The name of this book is very apropos, for teenagers will enjoy the fund of songs herein contained: many community and camp songs, folk songs, art songs, Christmas and Easter songs, and a bowing acquaintance with the music of Johann Strauss, Sibelius, Enesco, Aiken, and Rossini. The easy arrangement of part songs, accompaniments for piano, and chord markings for accompaniment by autoharp, ukelele, guitar, and accordian are an added attraction. C. M. T.

FOR YOUNGER CHILDREN

Snowed-In Hill. Written and illustrated by Grace Paull. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1953. Unp. $2.00.

Here is a delightful new version of *Snowbound.* In the author-artist's rhythmic prose and lively pictures, the youngest readers will share with Jenny and Jack the exciting experience of a blizzard, a week of whirling snow and wind which cut off "the hill" from communication with the outside world. The story reaches a climax when the unusual activities indoors are complicated by the arrival in the post office of Jack's two hundred 4-H baby chicks. M. E. C.

Noel for Jeanne-Marie. Written and illustrated by Francoise. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Unp. $2.25.

This time Jeanne-Marie is speculating on the presents which Father Noel might leave in her wooden shoes. Patalon, her little white sheep, is sure he will be passed by; he had four black shoes— but he couldn't take them off! Ingenious Jeanne-Marie solves his difficulty. Pleasing format and illustrations. For kindergarten and first grade. L. M. J.

The Christmas Kitten. By Janet Konkle. Illustrated by Katherine Evans. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1953. Unp. $1.50.

A kitten finds a home and a tree on Christmas Eve. Her exploration of the tree leads to inevitable results. Opposite each page of the delightfully illustrated text is a full-page photograph, usually of Little Kitten. This colorful book will be enjoyed by primary grade children at Christmas time. L. M. J.

Ice Cream for Two. Written and illustrated by Clare Turlay Newberry. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Pp. 53. $2.50.

While children may envy Bruce and enjoy with him his wonderful day of ice cream sodas with an understanding mother, adults who remember days and weeks of unemployment will understand it much more. This is not the usual picture book but the lovely blue-eyed Siamese family are some of the author-artist's most enchanting cats. E. R.

Adventures With the Heroes. By Catharine F. Sellew. Illustrated by Steele Savage. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1954. Pp. 140. $2.75.

The daring figures and the exciting events of The Ring of the Nibelung are the substance of Catharine Sellew's book, old stories retold in simple, stirring prose and beautifully illustrated in full-page pictures of two-tone color, which reflect the heroic temper of the tales. Here is good reading for the present, and the building of appreciation for the future enjoyment of the great operas of Richard Wagner. M. E. C.

Through the Locks. Written and illustrated by Walter Buehr. 210 Madison Avenue, New York 16, New York: G. P. Putnam's Sons, 1954. Pp. 64. $2.25.

A thorough treatment of the origin, purposes, history, and workings of ship canals. The author's excellent drawings and diagrams, accompanying a lucid text, provide a strikingly complete exposition of the mechanics and principles of canal lock operation. The romantic, "Er-i-e Canal" aspects of canal history are mentioned only incidentally. Upper elementary readers with an interest in the subject will find this book an informative one. T. J. C.

Cotton-Farm Boy. By Merritt Mauzey. Introduction by Luise Putcamp, Jr. 20 East 70th Street, New York 21, New York: Henry Schuman, Inc., 1953. Pp. 79. $2.50.

These black and white lithographs with a third dimensional effect, by a southern artist, picture cotton and the people who grow and market it. Continuity for this remarkable series is gained by a slight but not easy autobiographical text, the story of Billy, who was born to a Texas sharecropper over fifty years ago. E. R.

Appolonia's Valentine. Written and illustrated by Katherine Milhous. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Unp. $2.00.

Appolonia and her brother Dan live in the Amish country of Pennsylvania, where they attend a one-room country school. As Valentine Day approaches, their

teacher shows them how to make cut-paper valentines in the tradition of their Pennsylvania Dutch ancestors. Although the illustrations, mostly of valentines, are colorful and attractive, the book has little otherwise to offer; the style is labored and the story portrays very little of the spirit of the early ancestors. The book may hold some interest for intermediate grade children around Valentine Day. L. M. J.

The True Books. 36 South Throop Street, Chicago 7, Illinois: Children's Press, Inc., 1953 and 1954. Pp. 47. $2.00 each.

These books, designed for the primary reader, present facts in a clear, concise, and interesting manner; are beautifully and profusely illustrated; and printed in very large type. Ninety-eight per cent of the text is in words from the Combined Word List for Primary Reading. An outstanding series.

The True Book of Policemen and Firemen. By Irene Miner. Illustrated by Irene Miner and Mary Salem. Describes the training and work of policemen and firemen. Interestingly illustrated. Ideal for primary grades.

The True Book of Pebbles and Shells. By Illa Podendorf. Illustrated by Mary Gehr. Suitable for third and fourth grades and slow readers.

The True Book of Pets. By Illa Podendorf. Illustrated by Bill Armstrong. Introduces children to a variety of possible pets and their care. A must for the primary grades.

The True Book of Birds We Know. By Margaret Friskey. Illustrated by Anna Pistorius. Not only helps identify birds but also shows how they are equipped for the lives they live. Another must for the primary grades.

The True Book of Farm Animals. By John Lewellen. Illustrated by Dwight Mutchler. Gives information about the domestic animals on Daddy Tom's farm; the illustrations were drawn from life.

The True Book of Moon, Sun and Stars. By John Lewellen. Illustrated by Lois Fisher. A simplified and graphic account of the universal relationships. Because of the difficult subject matter this book is best suited for grade five or six.

The True Book of Little Eskimos. By Donalda McKillop Copeland. Illustrated by Mary Gehr. Here is a simple, authentic account of the Eskimos in the Hudson Bay region by a nurse who lives with the natives on Southampton Island. This well-illustrated non-fiction book describes fully life as it is lived on the rim of the Arctic Circle. L. M. J.

This Way to Christmas. By Ruth Sawyer. Illustrated by Maginel Wright Barney. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Pp. 175. $2.50.

It appeared that David, up in the snow-covered hill country far away from father and mother, would have a lonely Christmas; but the friends he made and the locked-out fairy changed everything. Within this delightful story are woven beautiful stories from all over the world. First published in 1924, this book is re-issued because of popular demand. This is a must for Christmas reading. For grades three to six. L. M. J.

Burma Boy. By Willis Lindquist. Illustrated by Nicolas Mordvinoff. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1953. Pp. 96. $2.00.

In the story of brave little Haji in the teak forests of the Irrawaddy young readers will come to know, in picture and in print, the strange sights and sounds of the jungle, the dangers that lurk in its depths, and the skill with which the "elephant men" turn powerful wild beasts into obedient laborers. The story reaches an exciting climax when Haji risks his life to save the village from the elephant stampede, and in that daring service wins back to love and serfdom his long-lost Madja Room, the king of the jungle. The excellent pictures of Nicolas Mordvinoff are an integral part of the text. M. E. C.

The Christmas Donkey. By Alta Halverson Seymour. Illustrated by W. T. Mars. 1255 South Wabash Avenue, Chicago 5, Illinois: Wilcox and Follett Company, 1953. Pp. 128. $2.50.

In the latest addition to her growing series of delightful Christmas stories, Mrs. Seymour takes her young readers to a little village in France where the glad season is kept with the beauty of traditional ceremonies. Here Michel captures the true spirit of Christmas in his ambitious efforts to earn and save enough money to buy a donkey for Grand'maman. Economy forces him to compromise for a goat, a welcome addition to the limited household resources. The great feast day, however, brings a joyful surprise to both of them. M. E. C.

Three and Domingo. By Margueritte Harmon Bro. Illustrated by Leonard Weisgard. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1953. Pp. 128. $2.00.

Here is a new Christmas story of rare charm in which twelve-year-old John goes adventuring on the high seas with his English sheep dog, Big Bruce, and the captain's pet goat, Ingrid, for companions. On the eve of Christmas in a little village in far-off Bolivia a lovable burro, Domingo, joins them. In the colorful ceremonies of the joyful season the small boy and the friendly beasts experience a growth in understanding which makes external differences of little matter to those bound together by the spirit of love. M. E. C.

The White House. By Jane and Burt McConnell. 432 Fourth Avenue, New York 16, New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1954. Pp. 75. $3.95.

Every American will welcome this interesting and well-illustrated social history of the official residence of the executive head of our government. One relives the important events that have transpired within these walls from Washington's time to the present. H. H. F.

South Africa. By Alice Taylor. Illustrated by Rafaello Busoni. 8 West 13th Street, New York 11, New York: Holiday House, Inc., 1954. Pp. 27. $1.75.

Children in grades six to eight will enjoy this book for its many comparisons between the U. S. and South Africa. A large colored map and chronological table of highlights of South Africa's history add to the value of this tome. H. H. F.

The Land and People of Australia. By Godfrey Blunden. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1954. Pp. 124. $2.75.

An interesting account of the political, economic, and social institutions of Australia. Emphasis is placed upon man's adaptation to this geographic region with its many forms of animal and plant life. Of value in classes in the upper grades. H. H. F.

Cocoa. By Margaret G. Otto. Illustrated by Peter Spier. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1953. Pp. 90. $2.00.

Seven- and eight-year-olds who want to be cowboys will enjoy reading this story about a boy and his colt. Even though the family portrayed is stereotyped, the boy's love for his pets is real. M. G. H.

Quest of a Hemisphere. By Donzella Cross Boyle *et al.* Illustrated by John C. Wonsetler. 1010 Arch Street, Philadelphia 7, Pennsylvania: The John C. Winston Company, 1954. Pp. 527.

The common goal of freedom for the individual is emphasized in this upper-grade history text concerned with the discovery, exploration, and development of the United States. This book is one of the excellent ones in the Winston Social Studies Series which utilizes the most progressive methods of social scientists.

H. H. F.

Biggity Bantam. By T. L. McCready, Jr. Illustrated by Tasha Tudor. 101 Fifth Avenue, New York 3, New York: Farrar, Straus and Young, Inc., 1954. Pp. 49. $2.50.

Biggity was a real bantam rooster whose fighting spirit got him into a great deal of trouble. The story, embellished by Tasha Tudor's ever-charming illustrations, will delight younger children for the bantams in the story are real chickens, the children are real children, and the farm is a real farm in New Hampshire. An excellent farm book. L. M. J.

Who's Who in Your Family. By Jerrold Beim. Illustrated by Mary Stevens. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1954. Pp. 59. $2.50.

Here is an explanation of family relationships simplified as much as possible for young children. The discussion is made objective by going through Chris Green's family album; in this way the more difficult relationships, such as cousins once removed, stepmother and stepfather, identical and fraternal twins, and the like are clarified. This is a good basis for any child's understanding of his own relatives. The illustrations, simulating a family album, are excellent. The book, although more factual, is reminiscent of Robert Lawson's *They Were Strong and Good.* L. M. J.

Peter's Sugar Farm. By Olive M. Burt. Illustrated with photographs. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1954. Pp. 90. $2.50.

We go with Peter in search of information about the sugar industry. In narrative style we acquaint ourselves with sugar as it is grown, refined, and used. This fine little book has language and vocabulary easily readable for intermediate grade children. This selection is good reading for social studies or general purposes.

M. M. L.

Monarch Butterfly. By Marion W. Marcher. Illustrated by Barbara Latham. 8 West 13th Street, New York 11, New York: Holiday House, 1954. Unp. $2.00.

Seven- and eight-years-olds who are interested in living things will be fascinated with this story of the life cycle of a Monarch butterfly, especially if the teacher follows the instructions in the back of the book on how to raise a Monarch. M. G. H.

Trudy the Motherly Hen. By Elizabeth S. Helfman. Illustrated by Grace Paull. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1954. Pp. 63. $1.60.

Lisa, a city girl, learns all about hens and chickens during summer vacation on a farm. Good for independent reading at approximately third grade level. M. G. H.

Chief Dooley's Busy Day. By Kay and Harry Mace. 381 Fourth Avenue, New York 16, New York: Abelard Press, Inc., 1954. Unp. $2.00.

Fat, jolly Policeman Dooley eventually receives the medal he deserves for efficient service to the people of Newtown. For five- and six-year-olds. M. G. H.

Let's Build a Railroad. By Ruth Crawford Seeger. Illustrated by Tom Funk. 55 Fifth Avenue, New York 3, New York: Aladdin Books 1954. Unp. $2.00.

A simplified story about how railroads were built combined with railroad folk songs makes this book fascinating for five- six- and seven-year-olds. It has many possibilities, not only for singing, but for dramatization and rhythmic interpretation as well. M. G. H.

Joel Spends His Money. By Lucille Corcos. 381 Fourth Avenue, New York 16, New York: Abelard-Schuman, Inc., 1954. Unp. $2.00.

Six-year-olds will understand and learn from Joel whose problems with spending and saving his allowance are so close to their own. Without moralizing, this story teaches a lesson in the postponement of immediate pleasures for greater pleasure in the future. Very good.

M. G. H.

The Oldest, the Youngest, and the One in the Middle. By Lillian Gardner. Illustrated by Doris Stolberg. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1954. Pp. 64. $2.50.

Ingenious Pete finally found a name that would exclude no one from his club; he simply called it the Oldest, Youngest, and Middle Club. The subject, which deals with everyday activities of children and the formation of a neighborhood club, the actionful sketches on almost every page, the large print, and the wide margins make this an ideal book for grades two to four. L. M. J.

Hamlet and Brownswiggle. By Barbara Leonard Reynolds. Illustrated by Robert Henneberger. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Pp. 203. $2.50.

The give-and-take of good family living, including moments of friction as well as fun and the need of all for understanding and forgiveness is the core of the lively story of Ricky and his pet hamsters. The small boy's hobby leads to important adventures in friendship, and finally to a climactic project which surpasses all his expectations when the contagion of Ricky's enthusiasm draws the whole neighborhood into his effort to raise money for the Red Cross Flood Fund. M. E. C.

The Taming of Toby. By Jerrold Beim. Illustrated by Tracy Sugarman. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1953. Pp. 48. $2.00.

Toby was a mischievous little boy who disliked his teacher because she would not permit him to sit near his friend. One Saturday Toby helped his teacher carry her groceries home and after that his attitude changed. He discovered that she was a real person with a mother and a brother. Good illustrations. M. G. H.

Edgar Allan Crow. By Tasha Tudor. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1953. Unp. $1.75.

In this story Edgar, a crow, was "kidnapped" from its nest by a boy who took it home. The crow tried to be "helpful" by breaking eggs, upsetting the sewing basket, and other misdemeanors. After the children's father shook Edgar and "threw him out the door" the crow found something to do which was truly helpful — eating cutworms. Realistic pictures. M. G. H.

Green Eyes. Written and illustrated by A. Birnbaum. 139 Fifth Avenue, New York 10, New York: Capitol Publishing Company, Inc., 1953. Unp. $2.50.

A bright picture book with a simple story in which a year-old cat recalls all of the interesting events of its life. For three-, four-, and five-year-olds. M. G. H.

Getting to Know Germany. By Regina Tor. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1954. Pp. 63. $2.50.

Dedicated to the children of the world, Regina Tor's story of the German nation from earliest times to the present is a promising step toward broader and better understanding among all children. In clear, simple text, supplemented by appealing pictures, it traces the struggles and the growth of the German people, stressing the richness and beauty of their country, the desires and interests which they share with all peoples, and the contribution they can make to the good life for all.
M. E. C.

Jupiter and the Cats. By Alice E. Goudey. Illustrated by Paul Brown. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Pp. 91. $2.00.

Jupiter, a lovable little dog who hated cats, had trouble when all the cats in the neighborhood suddenly began to congregate in his yard. No one could understand why the cats wouldn't leave until Miss Tobin remembered that she had planted catnip in the yard. After this was pulled out, Jupiter again resumed his quiet, happy routine. Pictures full of action and humor are done in red, black, grey, and white. M. G. H.

Hide and Seek Voyage. Written and illustrated by Erling Gunnar Fischer. 40 East 50th Street, New York 22, New York: Ariel Books, 1953. Pp. 48. $2.50.

This travel tale begins when two children, who are playing, decide to hide in a boat quietly moored to the dock. What happens after that is told in a humorous fashion and pictured with gay illustrations. For six- and seven-year-olds. M. G. H.

Our Changing Weather. By Carroll Lane Fenton and Mildred Adams Fenton. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1954. Pp. 110. $2.50.

For the amateur weather forecasters in the middle grades, this attractive book presents the basic concepts of weather. In a particularly interesting manner, it answers questions regarding the source of weather, how it is made, and what causes it to change. Forms of precipitation, cold and warm fronts, and the many kinds of clouds are adequately treated. The appealing format is enhanced by many photographs and explicit diagrams.
M. B.

Shoeshine Boy. By Jerrold Beim. Illustrated by Louis Darling. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1954. Pp. 48. $2.00.

This story tells how Teddy, through ingenuity and perseverance, overcame obstacles and entered the shoeshine trade. An inspiring story illustrated with pictures of familiar activities; a worthwhile, easy-reading book for seven- and eight-year-old boys. L. M. J.

Geography Funbook and *American History Funbook.* By Settle G. Beard and Hannah Robins. 114 East 32nd Street, New York 16, New York: Hart Publications, 1954. Pp. 159 each. $1.00 each.

The up-to-date teacher could use the first mentioned book to enhance geography lessons for children of nine to fourteen. Crossword puzzles, poems, quizzes, boners, etcetera, make this excellent work material a painless way to teach and learn. The *American History Funbook* makes United States history painless for the ten- to fifteen-year-old. Songs, drawings, quizzes, stories, and puzzles make this a unique way to learn. More work material such as this, though commercial in format, is needed in school situations. M. M. L.

Over the Hills to Ballybog. By Mabel Watts. Illustrated by Henry C. Pitz. 55 Fifth Avenue, New York 3, New York: Aladdin Books, 1954. Unp. $2.75.

A thoroughly delightful story about Mr. Brogan who thought that he was the luckiest man in all Ireland because he had good neighbors. But it wasn't luck; he had just forgotten that he himself had been a good neighbor. The rhythmic style, the quaint language, and the comic sketches make this a charming book for the primary grades. L. M. J.

Mr. Finch's Pet Shop. Written and illustrated by V. H. Drummond. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1954. Pp. 32. $2.00.

The hilarious story of kind-hearted Mr. French and the devoted pets which he could never bring himself to sell explores all the possibilities of the ridiculous for the delight of the youngest readers. The clever, amusing illustrations are an important element in the good fun which this charming book holds for first and second graders. M. E. C.

The Day After Yesterday. Written and illustrated by Phyllis Rowand. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1953. Pp. 54. $2.50.

This is an inventory of what lives in the water, near the water, and above the water by the side of a house where a little girl dwells. Following this inventory is a record of what the child sees and does when she goes to a big city to visit. The illustrations are done with fine lines and minute decorative detail in grey, sometimes combined with pale green or pale pink.
M. G. H.

The Popcorn Dragon. By Janet Thayer. Illustrated by Jay Hyde Barnum. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 48. $2.00.

Dexter, the dragon, liked to show off by blowing his hot smoke at the other animals. He became so obnoxious that they wouldn't play with him. Then, of course, he was lonely. Quite by accident he found a way to win the friendship of the other animals. He did this by popping corn with his hot breath. M. G. H.

Tom's Magci TV. Written and illustrated by André Dugo. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1954. Unp. $2.00.

Tom dreams that he participates in all of the usual gamut of children's TV fare, including adventure, circus, puppet, zoo, cowboys and Indians, and space ship programs. Reading this book should be a deterrent to parents who permit too much unsupervised televiewing. All Tom's adventures are incredible and horrifying.
M. G. K.

The Fishing Cat. By Grayce Silverton Myers. Illustrated by Paul Galdone. 810 Broadway, Nashville 2, Tennessee: Abingdon-Cokesbury Press, 1953. Pp. 24. $1.25.

Who caught the fish and put them on the pier when Old John was not there? Five- and six-year-olds will delight in knowing the answer to the mystery long before the fisherman finds out. M. G. H.

The Story of Ophelia. By Mary Gibbons. Illustrated by Evaline Ness. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1954. Unp. $2.00.

Do wrong and become a hero is the general idea one gets from this book for the primary grades. Inane illustrations. Not recommended. L. M. J.

December 27-30: Annual Meeting, National Science Teachers Association, NEA, and American Association for the Advancement of Science, Berkeley, California.

December 28-30: National Meeting, Speech Association of America, NEA, Chicago, Illinois.

February 19-23: Thirty-ninth Annual Convention, National Association of Secondary-School Principals, NEA, Atlantic City, New Jersey.

February 23-25: Joint Meeting of four United Business Education Association Divisions: Research Foundation of UBEA, Administrators Division of UBEA, National Association of Business Teacher-Training Institutions, and U. S. Chapter of International Society for Business Education, NEA, Chicago, Illinois.

February 24-26: Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago, Illinois.

February 26-March 2: Regional Convention, American Association of School Administrators, NEA, St. Louis, Missouri.

February 26-March 2: Annual Meeting of the Department of Rural Education, NEA, St. Louis, Missouri.

February 28-March 2: Tenth Annual Convention, Association for Higher Education, NEA, Chicago, Illinois.

March 3-5: Twenty-sixth Annual Convention, Illinois Vocational Association, St. Louis, Missouri.

March 6-10: Tenth Annual Convention, Association for Supervision and Curriculum Development, NEA, Chicago, Illinois.

March 12-16: Regional Convention, American Association of School Administrators, NEA, Denver, Colorado.

March 16-19: Annual Meeting, Department of Elementary School Principals, NEA, Chicago, Illinois.

March 24-26: Third National Convention, National Science Teachers Association, NEA, Cincinnati, Ohio.

CHICAGO SCHOOLS JOURNAL

Volume XXXVI Nos. 3-4
November-December, 1954

